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ABSTRACT

The two major parts of a publication resulting from the 14th annual Arizona Migrant Child Teacher and Aide Institute discuss learning centers and resource units and provide four K-3 resource units, and three resource units for grades 4-8. Institute participants from 1983 and earlier years are listed. The discussion of learning centers as designated classroom areas where children may do specific activities related to some new concept or skill reinforcement covers development and evaluation of learning centers and suggests activities for learning centers in language, math, science/health, art, music, and audio-media. Instructional resource units are defined and the organization of the resource units that follow is described. Each unit contains goals, objectives, motivation activities, topics for committee/group work, evaluation measures, and concluding activities. Primary level units include using space as a theme for teaching basic skills (K-1), learning about careers (K-3), playing games from around the world (K-3), and a desert unit for special education students. Intermediate level units discuss the solar system, and understanding classified ads and "crunchy-coated" commercials. Units include numerous drawings and patterns, spelling and vocabulary development activities, math and art activities, games and puzzles, and bibliographies of books, audiovisual materials, and sources of supplementary information. (MH)

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MIGRANT CHILD EDUCATION

aba595

FOURTEENTH ANNUAL
MIGRANT CHILD TEACHER AND AIDE INSTITUTE

RDG 594 Workshop:	Migrant Education Institute - Teachers Three Weeks, Three Hours Graduate Credit ASU, Tempe, Arizona
RDG 494 Workshop:	Migrant Aide Training Program Two Weeks, Two Hours Undergraduate Credit ASU, Tempe, Arizona
Sponsored by:	Carolyn Warner, Superintendent Arizona Department of Education
Administrative Director:	Dr. J. O. "Rocky" Maynes, Jr. Director of Migrant Child Education Arizona Department of Education
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TABLE OF CONTENTS

PAGE

INTRODUCTION 3

PARTICIPANTS:

Teachers/Administrators 1983 4

Previous Participants - Teachers and Administrators 1970-1982 5

Instructional Aides 1983 10

Previous Participants - Aides 1974-1982 11

Part I

ROOM ORGANIZATION: REALISTIC LEARNING CENTERS 16

What is a Learning Center 16

How to Begin Learning Centers 16

Suggested Learning Centers 17

Evaluating Learning Centers 21

Instructional Resource Units 22

a. The Teaching Unit 22
b. The Resource Unit 22

Part II

PRIMARY LEVEL K-3. 24

Teaching Basic Skills, Using Space as a Theme 25

Learning About Careers 77

Games Around the World 112

Desert Unit 140

INTERMEDIATE LEVEL 4-8 178

The Solar System 179

Understanding Crunchy-Coated Commercials 231

"AD"ing It Up 248

INTRODUCTION

One of the requirements of Arizona's Migrant Teacher Institute was the preparation of Instructional Resource Units. Development of these units was one of the key elements in our three-stage recommendations related to individualizing instruction in both reading and oral language.

The Institutes attempted to train participants in the implementation of individualized instruction by recommending the following stages:

STAGE ONE:	Room Organization: Realistic Learning Centers
STAGE TWO:	Resource - Instructional Units
STAGE THREE:	Conducting Individual Conferences and Keeping Instructional Records

Part I of this publication discusses: What is a learning center; how to begin learning centers; suggested learning centers; and how to evaluate learning centers. Part I also provides a brief discussion of the difference between a Teaching Unit and a Resource Unit. Part I concludes with an outline of the seven main parts of a Resource Unit.

Part II provides four (4) Primary Resource Units and three (3) Intermediate Resource Units. These units were developed by teachers and administrators who attended the 1983 Summer Institute.

J. O. Maynes, Jr.
N. Silvaroli

1983
TEACHER PARTICIPANTS
MIGRANT CHILD EDUCATION SUMMER TEACHER/AIDE INSTITUTE

AVONDALE

Elizabeth Ruiz
Denise Sprunger

CASA GRANDE

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DYSART

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SOMERTON

Martha E. Garcia

TOLLESON

Melanie P. Martinez

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ARLINGTON

William Hightower	1970
Hallie Montgomery	1970
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AVONDALE

Doris Rhodes	1972
Edward Burns	1972
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Diana King	1973
Ellen Woods	1973
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Glenda Vetter	1974
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Aunda Lewis	1980
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BUCKEYE

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Nieves S. Johnson	1976
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CASA GRANDE

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CHANDLER

Richard Felix	1979
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Charles Worden	1970
Suzanne Beecroft	1971
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Carolyn Morley	1971
Joan Williams	1971
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DYSART

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M. Earl Bell	1978
Peggy F. Bell	1978
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Nancy Howard	1978
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Joyce Williamson	1979
Maylon Wo	1979
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Lucille Mahkovtz	1980
Lora Bolus	1981
Lillian Henteleff	1981
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Rose Aschliman	1982

ELEVEN MILE CORNER

Bernece Woldermuth	1970
Susan Galloway	1971
John Hubeler	1974

ELOY

Marriane Hinton	1971
Greta Brown	1972
Andy Suson	1972
Patricia Suson	1972
Janette Dean	1973
Ann Duffy	1973
Shirley Mundell	1973
William Johnston	1974
Scott Mundell	1977
Nancy C. Brassea	1977
Mary Ann Kelm	1977
Laurence Eugene Stouffer	1977
Shirley Stouffer	1978
Rufino Sauceda	1978
Ann Mangold	1978
Donna L. Murdock	1978
Pam Bedell	1979
Cecilia M. Foerster	1979
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Jocelyn Moore	1979
Maria Rocha	1979
Ann Louisa Salinas	1979
Paige Smith Boner	1980

ELOY (continued)

Elaine C. George	1980
Robert F. Moore	1980
Virgil Prokopich	1980
Karen Roberti	1980
Brenda Vick	1980
Sherry Burchinal	1981
Joseph Lugo	1981
Jeff D. Street	1982

FLORENCE

Mildred Cooper	1970
Aurelia Padilla	1970
Joan Goar	1971
Betty Hanna	1971
Mildred Ronnerud	1972
Kevin Hooton	1973
Dena Martin	1973
Delores Lewis	1974
Linda Jeanne Morrison	1974
Marlene Garcia	1975
Olga Cathemer	1981
Sandra L. Hoffman	1981
Teresa S. Knick	1982

GADSDEN

Jack Steiert	1970
Sue Steiert	1970
Dorothy Pillsbury	1971
Gerald R. Vincent	1977
Betty Decker	1978
Vicki Reno	1978
June Stillings	1979
Ray Stillings	1979
Laura Van Zubreech	1980
Rosa Heredia	1980
Alicia Valdez	1982

GILA BEND

JoAnn E. Baughman	1976
Ruby E. Garrett	1977
Irene E. Guilbert	1977
Patti Kay Tubbs	1977

GLENDALE

Vangie Munoz	1972
Betty Jean Easley	1973
Darvina Medrano	1975

GOODYEAR

Carmen Portillo	1975

GUADALUPE

Virginia Porter	1970
Marcella Kuamoo	1973

HARQUAHALA VALLEY

Lois Watts	1971

LITCHFIELD

Barbara Nelson	1971
Nancy Ostergren	1971
Martha Flores	1973

LITTLETON

Claudette Manzo	1970
Joyce Moody	1970
Marsha Fetzer	1972
Marilyn Jean Jones	1972
Dorothea Cubler	1974
Maye Phillips	1974
Joan Zinc	1975
Pearl B. Moreno	1976
Ann A. Boal	1977
Katherine Lohe	1979
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Bobbie Honeycutt	1975
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Ann E. Pieszak	1977
Manuel R. Lopez	1978
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Gilbert Bowman	1973
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Shirley Dail	1974
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Norma Sazueta	1977
Juana M. Lopez Prokopich	1979
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Lavon Dillon	1973
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PALO VERDE

Paula Daniel	1978

PARKER

Louann Dierschow	1971
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PENDERGAST

Eleanor Hill	1974
Rorie-Jan Measure	1974
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JoAnn Woodall	1977
Juanita Steele	1979
Terri Dabb	1981
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Sylvia Crook	1976
Ruth Hernandez Diaz	1976

PHOENIX

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Johanna Haver	1975
Ann Rachlin	1975
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PICACHO

Richard Carino	1982

ROLL

Alan Crossland	1975

ROOSEVELT

Margaret Verderame	1979
Wanda A. Matthews	1981
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Roberta Crowder	1970
Ronald Harlow	1970
Armida Mardil	1970
Leah Slaughter	1970
Lydia Swengel	1970
Marian Bishop	1971
Margaret Faulkner	1971
Henry Hernandez	1971
JoAnn Moorhead	1971
Deanna Noriega	1972
Herbert Kilgore	1972
Claudia Mellon	1972
Ann Sullivan	1972
Spurgeon Wesner	1973
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Rebecca Limas	1976
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Nan Stoner	1976
Verdun Tritch	1976
Fredrick Miller, Jr.	1980
Mickey Mitchell	1981

STANFIELD

Kay Ann Collins	1970
Raymond Corona	1970
Dorothea Balzer	1971
Laura Trujillo	1971
Linda Kay McHenry	1972
Velma Walker	1973
Pamela Kunz	1974
Brenda Mason	1974
Nicholas G. DePadre	1977
Mary L. Robinette	1980

TEMPE

Mary Louise Figueroa	1971
Jacklyn Kentera	1971
Deidra Rambo	1971
Florence Womack	1971
DyAnne Shultz	1972
Sharyn Buddenhagen	1972
Betty Jo Benton	1974

TOLLESON

Virginia McNeel	1970
Alma Gutierrez	1971
E. Lorane Carter	1974
Rojelio Sainz	1974
Sandra Steffens	1974
Beatrice Bempke	1976
Mary Jane Painter	1977
Jayne Tudor	1977

TOLLESON UNION HIGH SCHOOL

Rita Fisher	1976
Joyce Wagner	1978
Mary Ellen Segrave-Hunt	1982

WELLTON

Mario Seriale	1970
Agnes Farnsworth	1972
Jose Herndon	1973
Jeannie Permar	1973
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Gary Hadlock	1975
Kathleen Hill	1977
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Leona S. Tatlow	1978
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WILLCOX

Louise Sheehan	1970

WILSON

Lidia Ruiz	1970
Melania Y. Bustamante	1981
Margot Kunze	1981
Diane L. Eisenhein	1982

YUMA

Yolanda Rambo	1975
Janice Danell	1977
Ginger Harkin Cox	1977
Maria R. Fulton	1978
Patricia S. Gray	1978
Rhonda Rodney	1979
Virginia Flores	1980
Patricia Marcott	1981
Mary Ann Sievert	1981
Maureen A. Irr	1982

1983
AIDE PARTICIPANTS
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COOLIDGE

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DYSART

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Sherri Gladden

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Rafael Romero

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Marie T. Rodriguez

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Maria Leyva
Rosie Montoya
Linda G. Villa

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ARLINGTON

Dorothy Carney	1974
Cherry Kee	1976

AVONDALE

Vicky Camacho	1974
Connie Cooper	1974
Sally Chayrez	1975
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Defina Sainz	1975
Petra F. Mejia	1977
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Yvonne Heenan	1979
Kathryn Lynn Mathalia	1982
Margaret Schwald	1982

BUCKEYE

Margie Salcido	1974
JoAnn Anderson	1974
Deborah Lynn Carrera	1975
Beatrice Segundo	1975
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Sally F. Sedig	1976

CASA GRANDE

Elva Jennings	1975
Sandi Lara	1975
Carolyn Mejia	1976
Dora Aguero	1976
Michelle Lawson	1977
Olivia M. Ortega	1977
Julia Corona	1982
Carol KerKvliet	1982
Patricia Osuna	1982
Joella Velasco	1982

CHANDLER

Mary Ann Hinojosa	1979
Alma C. Ortiz	1980
Dorothy Gonzales	1982
Irene C. Gonzales	1982

COOLIDGE

Irma G. Bojorquez	1976
Dora Mae Turner	1976
Irma G. Bojorquez	1978
Ruth Crawford	1978
Johnnie Chavez	1980
June Chavez	1980
Ruth Crawford	1980
Hermenia Gomez	1980
Virginia M. Mudd	1980
Gloria Quintero	1980
Maria Cardenas	1981
Sharon E. Garcia	1981
Teresa Garcia	1981
Josie C. Lopez	1981
Janice Bickford	1982
Pat Ceniseros	1982

DATELAND

Irene Amavisca	1974
Felicitas Rodriguez	1974
Elodia Montez	1975

DYSART

Carmen Flores	1974
Esperanza White	1974
Esperanza White	1975
Bertha Contreras	1977
Peggy Razo	1977
Norma Traslavina	1977
Peggy J. Andrade	1979
Janet C. Donnelly	1979
Anita Morales	1979
Josie Jimenez	1979
Anna F. Garcia	1979
Connie Cano	1980
Lois C. Anderson	1981
Jessica S. Moodyman	1981
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ELOY

Nancy Combs	1977
Rosa Sanceda	1977
Diana Burciaga	1978
Rosa Jimenez	1978
Rachel Hernandez	1979
Nellie M. Perales	1979
Carmela C. Anchondo	1981

ELOY (continued)

Bertha W. Flores	1981
Mary Tarango	1981
Charlotte Thompson	1982

FLORENCE

Edilia Vega	1974
Earlene Ruiz	1974
Barbara Ramon	1974
Betty Granillo	1975
Kathy Robles	1975
Maria Surrell	1977
Melba G. Garcia	1981
Carmen Martinez	1982

GADSDEN

Alicia Gradias	1975
Nieves Garcia	1977
Elsa F. Perez	1977
Teresa Belous	1978
Carmen Borquez	1978
Leticia Couret	1978
Madge Rodriguez	1979
Olivia Zepeda	1979

GILA BEND

Dora Cantu	1975

HARQUAHALA

Rodean Cameron	1974

LITCHFIELD

Velma Manning	1976
Norma Ennis	1978
Rosa Gonzales	1978
Irma Ramirez	1978

LITTLETON

Edna West	1974
Wilma Holt	1974
Mary Prather	1975
Oralia C. Contreras	1976
Gloria Garcia	1976
Delphina Riojas	1976
Josie B. Valdez	1976
Helen Fimbres	1977
Ernestina Lizarraga	1977
Becky M. Macias	1979
Janellen Cash	1980
Romana G. Ramos	1982

MARICOPA

Corinne Romo	1974
Charlene Ashby	1974
Shirlene Sampson	1975
Rebecca Bandin	1976
Iris Choate	1977
Pamela Marlar	1977
Mary Ellen Flores	1980

MESA

Mary Tanguma	1982

MOHAWK VALLEY

Henrietta Ruiz	1974
Judy M. Newman	1977
Dunia Barraza	1978
Martha Moore	1978

MURPHY

Gloria Rivera	1977
Delfina Bandin	1981
Vicky Banks	1981

PARKER

Rosie Mayfield	1974
Florence Parks	1974
Marta Marie Gaither	1975
Rosie Mayfield	1975
Gloria Flores	1978
Rosie Mayfield	1980

PEORIA

Eloisa Brown	1974
Pam Roehrman	1974
Esther Moreno	1975
Mary S. Cota	1976
Anselma T. Vasques	1976
Mary A. Zamora	1976
Magdalena Rodriguez	1980

PENDERGAST

Dolores Sugent	1975
Cecilia Padilla	1976

PHOENIX UNION HIGH SCHOOL

Nellie Fraijo	1981

ROOSEVELT

Julie Blea	1976
Louis L. Escoto	1977
Rachel Ruiz	1978
Gloria Aguilar	1980
Ophelia Escarsega	1980
Pearl Ortega	1980
Margarita Singh	1980
Sally A. Felix	1981
Laura C. Garcia	1981
Frances J. Castillo	1982
Mary Helen Chacon	1982
Mary Quinonez	1982

SOMERTON

Ygnacia Blanco	1974
Carmen Rico	1974
Jo Ann Erwin	1975
Rosemary Felix	1975
Rosella Hill	1975
Isabel Rodriguez	1975
Joy Juanita Sellito	1975
Faye Charlene Carter	1976
Carmen Arviso	1977
Sylvia Ann Berumen	1977
Eva Mae Butler	1977
Sara Castaneda	1977
Anna Napolez	1977
Connie Ornelos	1977
Rosie Ramirez	1977
Norma Seale	1977
Mary Wraith	1977

SOMERTON (continued)

Patricia Ibarra	1981
Claire Jacobson	1982
Leola Morrison	1982

STANFIELD

Elgy Mae Connelley	1974
Sandra Campbell	1974
Hope Duran	1978
Sue Riley	1978
Lillian Shade	1978
Marjorie B. Jenkins	1982
Lucille Powell	1982
Wanda Trantham	1982

TACNA

Janet Macfarlane	1975

TOLLESON

Jane Gonzales	1974
Irene Ordonez	1975
Margie M. Moreno	1976
Charlotte Lomeo	1977
Cynthia M. Paredez	1977
Paula Perez	1977
Mary Gutierrez	1978
Susan Martinez	1978
Frances Martinez	1979
Gloria Rubio	1979
Patricia A. Montano	1980
Gloria Rubio	1980
Carmen S. Cordova	1980
Cruz G. Hernandez	1980

WELLTON

Raquel Ruiz	1974
Ramona Salcido	1974
Martha Monreal	1975
Karen Murphy	1975
Ramona Salcido	1975
Victoria Manriquez	1978
Patsy Smith	1978

WILLCOX

Consuelo Ramirez	1981

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Alice W. Ruiz	1979
Virginia Castillo	1981
Alice H. Ruiz	1981
Sandy Rodriguez	1982

YUMA

Doreen M. Lewis	1976
Diane Arvizu	1977
Rachel Ruiz	1977
Mary Nelson	1978
Juanita Peralta	1979
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Yolanda Valdez	1979
Diane Arvizu	1980
Yolanda Valdez	1980
Angelita Garza	1981
Patricia A. Munoz	1981

PART I

ROOM ORGANIZATION: REALISTIC LEARNING CENTERS

ROOM ORGANIZATION: REALISTIC LEARNING CENTERS

WHAT IS A LEARNING CENTER

"Learning Centers" or stations, as used in a self-contained classroom, are designated areas within the room where children may go to do specific activities related to some new concept or skill reinforcement. "Interest Centers" are nonacademic areas where the child's imagination and interests can be explored.

Each center may have one or more activities in a related subject area. Such activities might be sequential in development or multi-level, geared to varying abilities within the class.

In self-contained classrooms, these centers are in operation for only part of the day. The remainder of the schedule is devoted to small group instruction and independent study in the upper grades. The primary grades usually use learning centers for a much shorter time each day.

Every activity at each center is basically self-selecting, self-motivating, self-pacing, and self-correcting. The emphasis for learning is put on the child rather than the "all knowing" teacher.

Directions at the centers are passed to the child in the form of charts. The use of a tape recorder is beneficial to slow readers and to the child in the primary grades.

The child's responsibility is to select the center, read the chart, complete the activity, and check his/her own paper, making any needed corrections. The teacher's responsibility, aside from planning, is to evaluate the results of each activity.

HOW TO BEGIN LEARNING CENTERS

A good introduction to learning centers is through the use of interest centers. The children select the interest center they want to use after seatwork activities are completed. Since this system may be unfair to slow workers, the interest centers might be expanded to include reinforcement activities in curriculum areas. Until there are enough activities for each child to be occupied and still have free choice, a definite time can be allotted on the schedule allowing everyone to work at the centers.

At this point, the concept of self-selection, self-pacing, and self-correction should be explained to the class. A work folder can be given to each child in order to keep completed papers together for evaluation. Once the class becomes accustomed to working at centers, a group conference can be held for evaluation of total acceptability and progress.

The next step in developing progressive centers is to introduce a sheet of required and optional activities. The children use this sheet as a guide to the centers each week. It also gives the teacher a check for evaluation and a record of the child's required activities over a period of time.

As the class becomes accustomed to working at centers, the time allowed can gradually be increased and more activities added.

Sequential centers can be developed from resource materials such as Weekly Reader, Continental Press, and Scholastic Press. Teacher-made materials can come from dictionaries and encyclopedias.

Areas other than textbook materials can be utilized in learning centers. For instance, food store ads can be used to reinforce arithmetic concepts, telephone books aid in alphabetization, and catalogs can produce order forms and check writing. Greeting cards can be used to spark interest in writing rhymes and poetry, magazine ads for critical thinking, and Sunday cartoons for reading in sequence and writing conversation. To develop listening skills, directions can be put on tape for filling in a map grid, and stories can be taped for comprehension. Many activities can be put in the form of games such as Concentration for vocabulary and Scrabble for spelling words. Rather than using a spelling text each week, individuals can be encouraged to review their own papers for misspelled words, on the basis that they will learn rather than memorize words that have meaning to them.

Science experiments from simple to complex can be taught through the use of charts and tapes. The practice in following precise directions alone is a skill to be developed. Map and globe skills are readily adaptable to the learning center concept as are organizing and outlining skills. The more you begin to gear your thought toward teaching through charts, the more ideas you come up with.

SUGGESTED LEARNING CENTERS

I. LANGUAGE ACTIVITY CENTER

A. Prove-it game - Have children call out foods. They say - munching mouth-tomato/no or munching mouth-meat/yes.

B. A-B-C order - Children put words that were written on the board in alphabetical order.

C. Language Experience.

   1. Each child dictates ingredients they think it takes to make marshmallows. Later they can read ingredients written on bag (or teacher can read for lower levels).

   2. Children can write poems about marshmallows.

   3. Children can write about the experience of eating a marshmallow or other food.

D. Beat-the-clock game (using teacher-made large clock) - Small group of children use the clock along with words that were written earlier on the board. Child spins and makes up sentence corresponding to numbered word on the board.

   Student activity can vary by:

   1. telling how the sentence ends;

   2. telling how many syllables there are in the word;

3. telling how many vowels are in the word;

4. making up a sentence using the plural form of the word.

E. Fish - Students play fish card game. Words can be those mentioned already. You can also use other words beginning with M.

F. "M" or Food Booklet - Children cut out pictures from magazines. They may be allowed to draw them, too. Labeling should be encouraged.

G. What Am I? game - This may or may not be a teacher-directed activity.

1. Teacher describes a food. Child guesses.

2. Teacher describes food or consonant "m" words on tape. Child responds. After a short time, correct answer is heard. If right, child might take a turn. If wrong, the children continue to listen to tape.

H. Children may add words they learned by writing them in their own word book.

I. Children may work on worksheet from lesson No. 1 (Mr. M.).

J. Grab Box - This is a large box with opening large enough to insert hand. This box may be filled with beginning M-items (masking tape, money, map, mitten, milk carton), food items, etc. Child inserts hand and then writes down what he/she picked up without seeing it.

K. Spelling - Children can spell the foods Mr. M. liked or other foods by using link letters.

L. Letter Writing - Since Mr. M. likes to eat so much, children can be directed to write a letter inviting him to their lunch. Children might write letters inviting their parents to a luncheon.

M. Days of the Week - Have children make up menus for every day of the week.

N. Cloze Technique - Using this technique, have children read a story, filling in the blanks.

Example: Mary went to the grocery store to buy some ____________________
and ____________________. She saw many ____________________
she liked. She looked at different ____________________ before she
decided on buying ____________________ too. Mary had ________
dollars with her. Her bill came to ____________________ dollars.

O. Following Directions - Children are given opportunity to follow directions by making jello, popcorn, etc.

P. Learning Colors - Using plastic fruits that are numbered, child writes down the color or uses construction paper to match color.

Q. Show and Tell - Have children share what they ate for breakfast.

R. Communication Skills - Have children use the telephone. They pretend they are calling in a grocery order. Another child can record the order.

S. Role Playing - Children can play the role of a grocery clerk, customer, bag boy, etc.

T. Consonant Answerboard - Cut out twelve pictures of foods and paste on tag boards. Cut out 12 rings, putting a consonant or consonant blend on each one. Student puts ring with the consonant on picture that has same beginning sound.

U. Tick-tack-toe - This can be either teacher-directed, taped, or cards can be made up with answers on back. Questions asked are about foods. Example: What kind of food is a banana? What vitamin is found in carrots? etc.

V. Developing Sight Vocabulary (for children having difficulties). Word Shapes - Prepare a master or put list on chalkboard. One list of words, another list of shapes.

Sample - milk
beets
peas
bananas

W. Word Attack Skills - Mimeographed sheet on consonants, consonant blends, etc. Words are food words.

X. Vowels

1. Mimeographed work on food words. Child is to pick out vowels.

2. Prepare box (can be used for other words) and put in numbered pictures of foods. Child shops by picking out picture and telling what vowel rule applies.

   Ex. 1. Short word with vowel at the end - vowel is long (he).
   Ex. 2. Short word with vowel in middle - vowel is short (got).
   Ex. 3. Short vowels together - first one is long, second is silent (peach).
   Ex. 4. Other vowel sounds (oo, aw, al, etc.).
   Ex. 5. R-controlled vowels.

Y. Telephone Directory Skills - Have children look up names of grocery stores in your community.

II. MATH CENTER (From simplest to highest)

A. Have children count how many marshmallows were eaten in class.

B. Make up problems using the marshmallows in addition, subtraction, multiplication, and division problems.

C. Play money available. Children may work out money problems.

D. In higher math, children can estimate cost of a food commodity from growing it, packaging and processing, wholesale, retail, etc.

E. Have children use egg cartons as registers with play money. Have them learn how to make change.

F. Write the ABC's and have children number each letter (1-26). List at least 20 food words by using numbers. The children can decode. They may also add what that word totals up to.

Example:

	Total
16 + 5 + 1 + 18 = pear	40
16 + 5 + 1 + 19 = peas	41

G. Estimating - Put beans or seeds in jars; have sudents count them. The one coming closest without going over wins.

H. Clock Activity - Have children record how long it takes to cook food. Example: Boil eggs, make popcorn, how long it takes bread to rise.

III. SCIENCE OR HEALTH

A. Have different foods, pictures of foods, etc., for the following purposes:

1. Distinguishing likenesses and differences.
2. States of matter (teacher or aide can oversee this activity). Hot plate is used to change solid to liquid or liquid to solid. Example: Melt square of chocolate, melt marshmallow, use milk and pudding mix to make pudding.
3. Have children write a well-balanced diet.
4. Have children examine tooth model and tell why fruits are better for our teeth than sweets.
5. Have children classify foods according to sweet, bitter, salty, or sour.
6. Seasons - Have children write or draw pictures of seasons along with foods customarily eaten at that time of year. Example: turkey - Thanksgiving; ham - Easter.

IV. ART CENTER

A. Macaroni Art - Children make pictures, pencil holders, necklaces, jewelry boxes, etc.

B. Puppets (paper bag) - May be used for a supermarket skit.

C. Student uses his/her name to write, cut pictures, or draw pictures that represent letters in his/her name. Some letters won't apply.

Example: Folded construction paper
cut between letters
picture glued inside

B	I	L	L
banana		lemon	lime

V. MUSIC - CORRELATE WITH ANY OF THE FOLLOWING AREAS

A. Songs about foods. Example: Creative movement while corn is popping.

B. Softness and loudness of foods. Children react to foods that are noisy by clapping their hands.

Example: Potato chips - clap; eating a banana - silence.

C. Ask music teacher for songs having food words.

Example: "Don't Sit Under the Apple Tree".

VI. AUDIO-MEDIA CENTER

A. Language Master - Teacher-made language patterns with pictures of foods to correspond with sentence.

B. Books - Books at various levels dealing with foods, cooking, shopping tips, etc.

C. Films - Films relating to foods, eating habits, table manners, etc.

D. Tape Recorder - Have children record sounds made by crunching or munching foods. Example: potato chips, popcorn, etc.

E. Filmstrips.

F. Previewers.

G. Headsets.

H. Record Player.

I. Cassette Player.

EVALUATING LEARNING CENTERS

Evaluation can be conducted in several ways. One technique is to have a work folder for each activity at the center. Completed papers are put into the folders and the teacher may collect and evaluate the papers from time to time. Care must be taken not to compare one child with another while checking the papers from one center. The advantage of this technique, however, is the instant check to insure that everyone understands the concepts of the particular activity. Seeing an individual or group who has done poorly gives the teacher an opportunity to meet and go over the activity immediately, thus reinforcing correct responses.

Another technique is to have each child carry his/her own work folder as he/she moves from center to center. Using this approach, the teacher may evaluate the folder at any time or have a conference with the child. If scheduling can be worked out, conferences are very worthwhile in setting individual goals and giving each child the responsibility for keeping his/her own work neatly together.

A sign-up system at each center can be used where a child signs his/her name and marks which activity he/she has completed. In this way a check of who has been to each center can be kept.

We have found that the high achiever in a regular classroom situation is not always a high achiever in learning centers. Children become so accustomed to having everything planned for them and everything explained to them, that the sudden freedom of choice and shift of responsibility takes time for adjustment.

In another case, you may have a slower student, in the traditional setting, falling into the learning centers with such enthusiasm that he/she may surpass his/her previous work. The freedom of movement alone gives the students incentive to learn, ability to work in pairs or small groups; to come up with correct responses gives them added encouragement.

Laziness is easy to spot, and here conferences are used to help the child set personal goals that are within his/her capabilities. Not all children are going to use learning centers to their best advantage; yet not all children gain each day in a traditional classroom. Close supervision, weekly conferences, and small group or entire class discussions on how to improve the centers and some children's use of them eventually brings peer group willingness to try for the best. It takes time, but is well worthwhile.

Once the teacher is comfortable with learning centers, the real benefits begin. To see a child who has previously been lackadasical concerning school come to school on days when he/she is ill, points out the need for interesting classrooms. Seeing children working together in small groups cooperatively and fairly, is seeing the values we often give lip service to being utilized. Seeing the bright light of sudden understanding appear behind troubled eyes is a reward teachers can and do understand. I am not trying to say that these things never occur in a traditional classroom; only that they seem to be multiplied as a result of creative learning.

INSTRUCTIONAL RESOURCE UNITS

A TEACHER'S GUIDE

Warren H. Wheelock, Ed.D.
Director, Reading Clinic
University of Missouri - Kansas City

The Unit is a series of planned, coordinated experiences organized around a central theme or problem. Basically, there are two unit types:

A. The Teaching Unit: The Teaching Unit is composed of purposeful, related activities organized around aspects of everyday living significant to the child. It provides for the integration of learning related to many curriculum areas.

B. The Resource Unit: The Resource Unit is a collection of suggested teaching and learning experiences and materials organized around a selected topic or area.

The basic difference between a Teaching Unit and a Resource Unit is one of anticipation or preplanning. The teacher who has been doing Unit Teaching for several years may have completed two or three Teaching Units and may realize that these continue to be relevant and is using them again - perhaps in a slightly modified form. Nevertheless, the teacher has collected materials and ideas, and has sources of information, etc., which can still be used. When this happens, you have a Resource Unit. Or, the teacher may have certain areas in the curriculum that must be covered and then may prepare Resource Units to fill these needs.

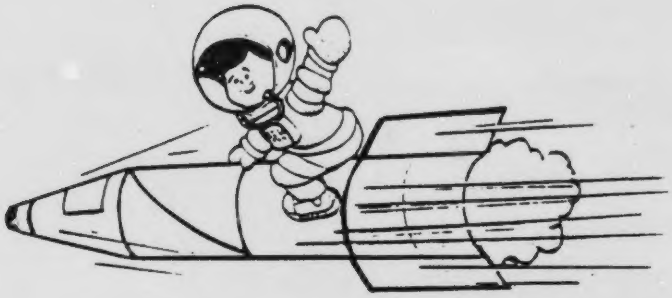
The six Resource Units in this publication are organized as follows:

	Areas	Comments
I.	GOALS	Participants were asked to include several nonmeasurable goal statements. Basically, these statements deal with overall concerns of the Unit.
II.	OBJECTIVES	In some instances the objectives are stated in measurable (behavioral) terms. In other instances the objectives are specific but not easy to measure. When developng objectives, participants were urged to estabish reasonable outcomes rather than be concerned with a comprehensive series of accurately measured objectives.
III.	MOTIVATION	Participants were asked to include specific teacher-directed motivational activities to introduce the Unit. These activities should also be sure to create interest in the Unit.
IV.	COMMITTEE AND GROUP WORK	Each Unit presents specific subtopics which are directly related to the main Unit theme. For example, the Unit on Japan, under the subtopic Japanese Art, the participants listed types of art; i.e., calligraphy, Oragami, flower arranging, etc. This was done because it is believed that students need specific guidance and assistance. What art form students select, how they decide to approach the topic, etc., should be the students' concern. However, providing them with realistic alternatives should be the teacher's main concern.
V.	EVALUATION	Brief pre-/post-measures are included in each Unit.
VI.	CONCLUDING ACTIVITY	These activities are designed to close the total Unit.

PART II

PRIMARY LEVEL K-3

TEACHING BASIC SKILLS
USING SPACE AS A THEME



MIGRANT INSTITUTE 1983

Julie Canez - Mesa School District
Diane Pesch - Littleton School District
Cindy Burson - Phoenix Elementary School District

LEVEL

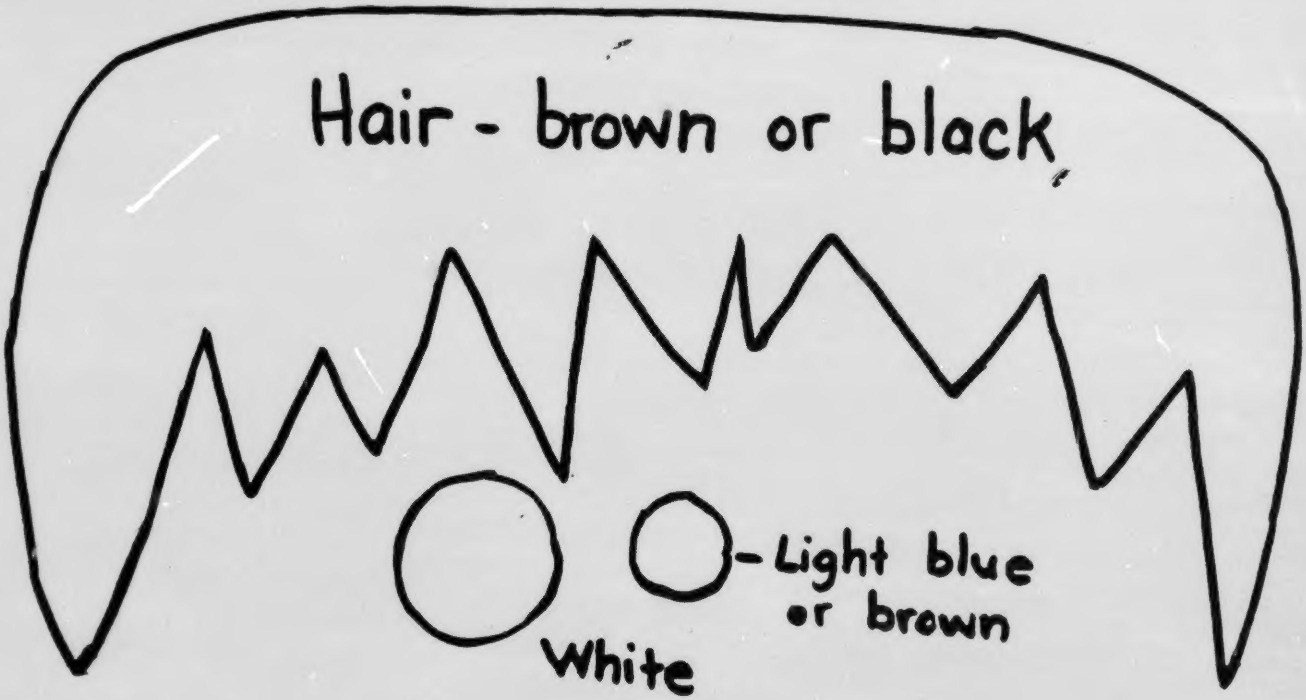
Kindergarten/First Grade

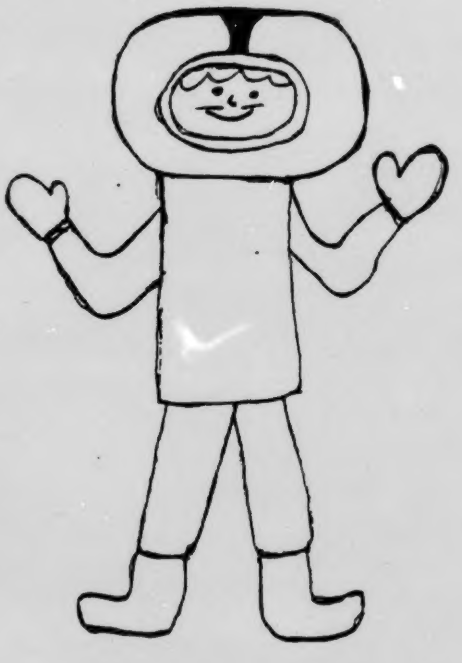
GOALS

1. Children will enjoy learning basic skills through the use of a theme.
2. Children will become aware of the general meaning of space.

OBJECTIVES

1. Students will learn number recognition, specific alphabet letters, and beginning sounds of words.
2. Students will become uninhibited through the use of oral language experiences and poetry.
3. Basic math skills will be reinforced.
4. Students will be introduced to basic reading skills.
5. Through art activities, students will develop fine motor skills.

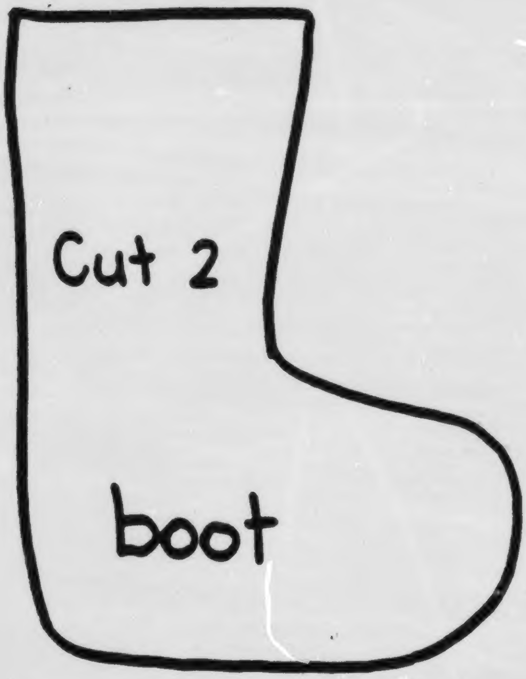

Hair - brown or black
- Light blue
or brown
White

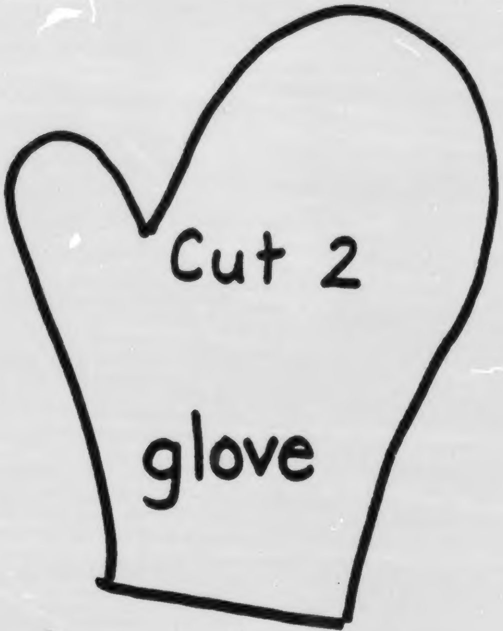


Cut-N-Paste Astronaut

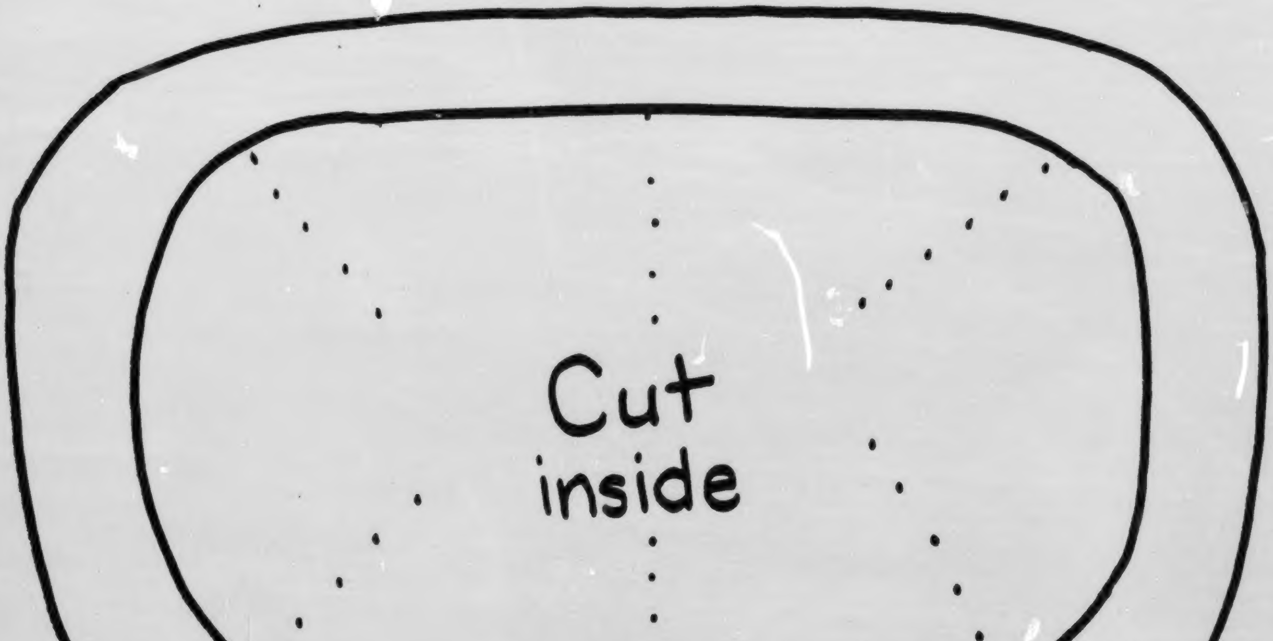
The following pages include pattern pieces for an astronaut. The activity develops hand-eye coordination and following directions. After the students have made the astronauts, use the astronauts for bulletin boards, decorating the room or for oral language development.

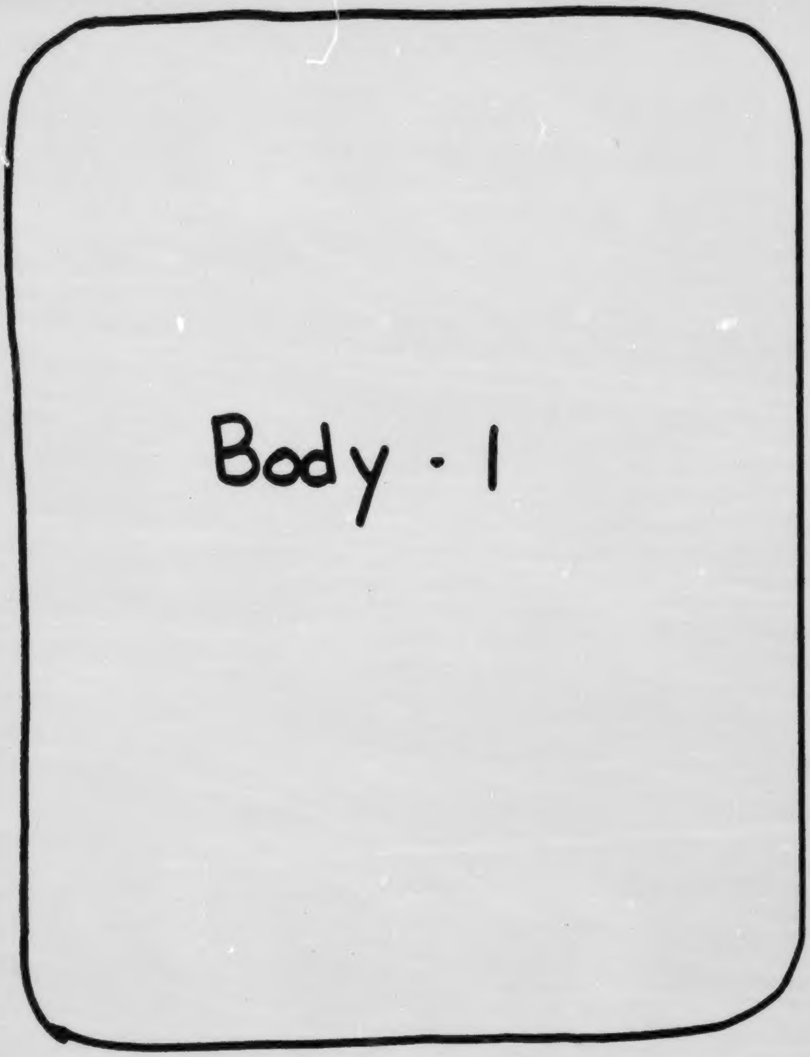
Astronaunt

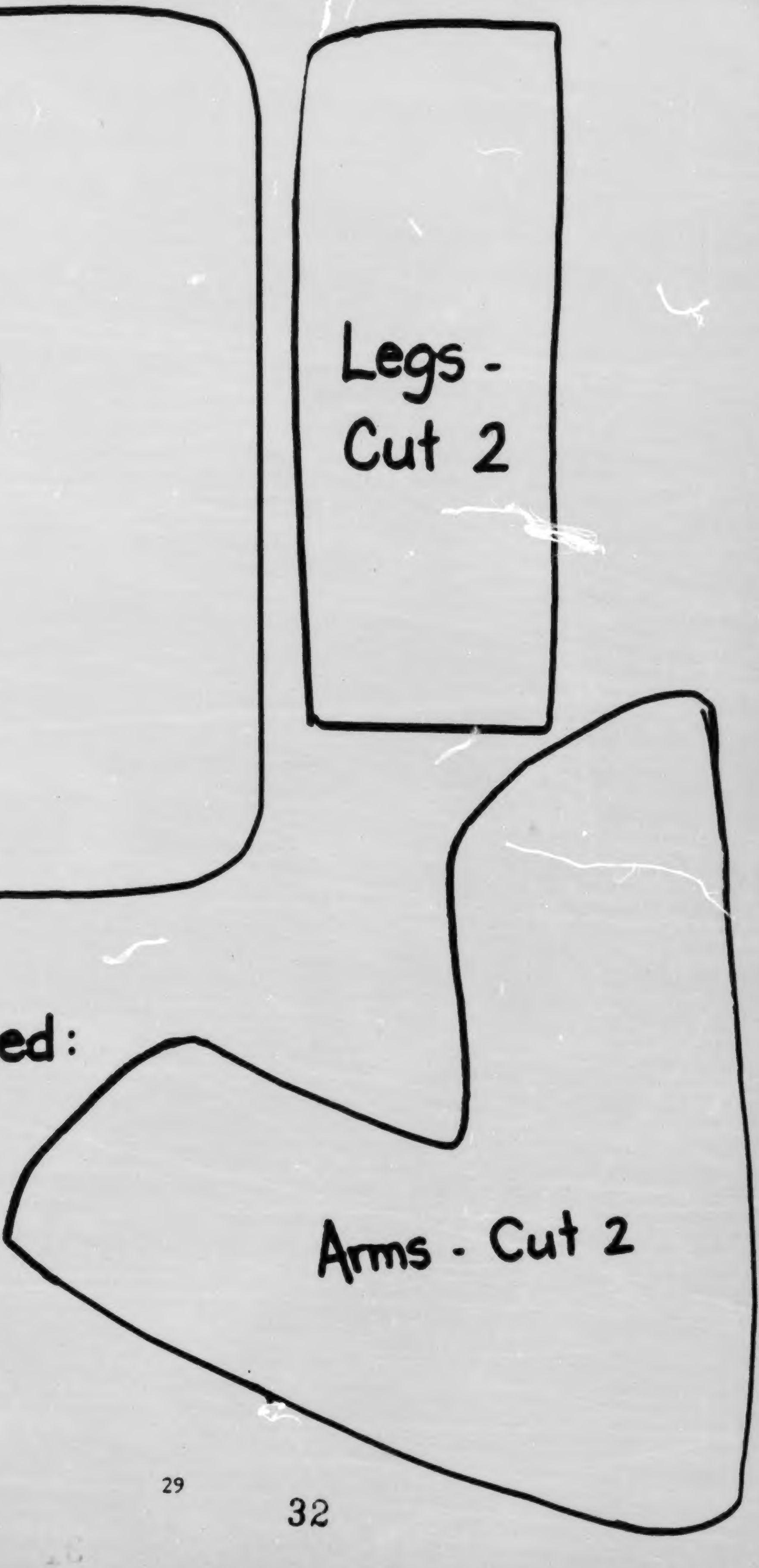




Color suggested : red



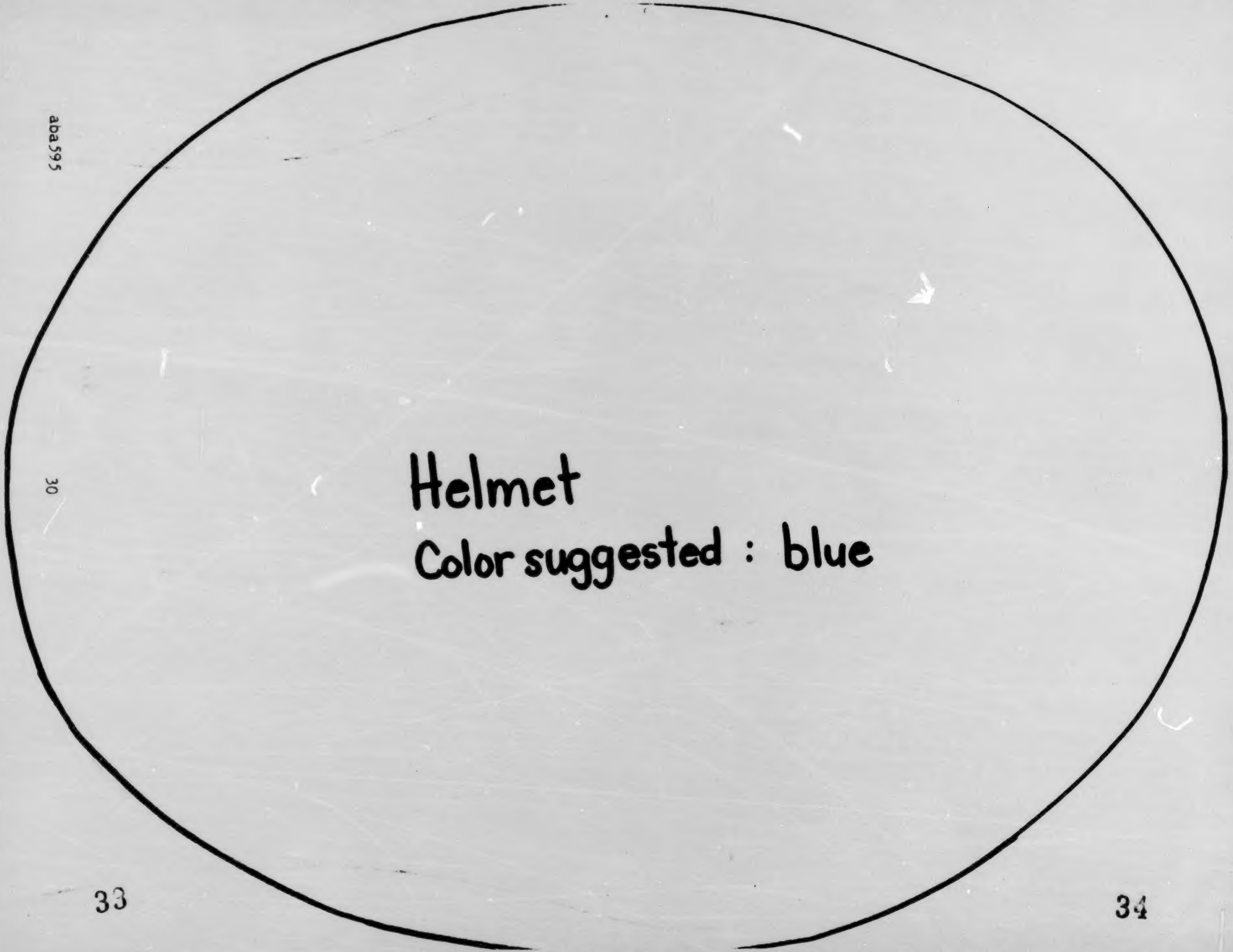



Legs -
Cut 2
Arms - Cut 2

Color suggested:
Blue

aba595

30



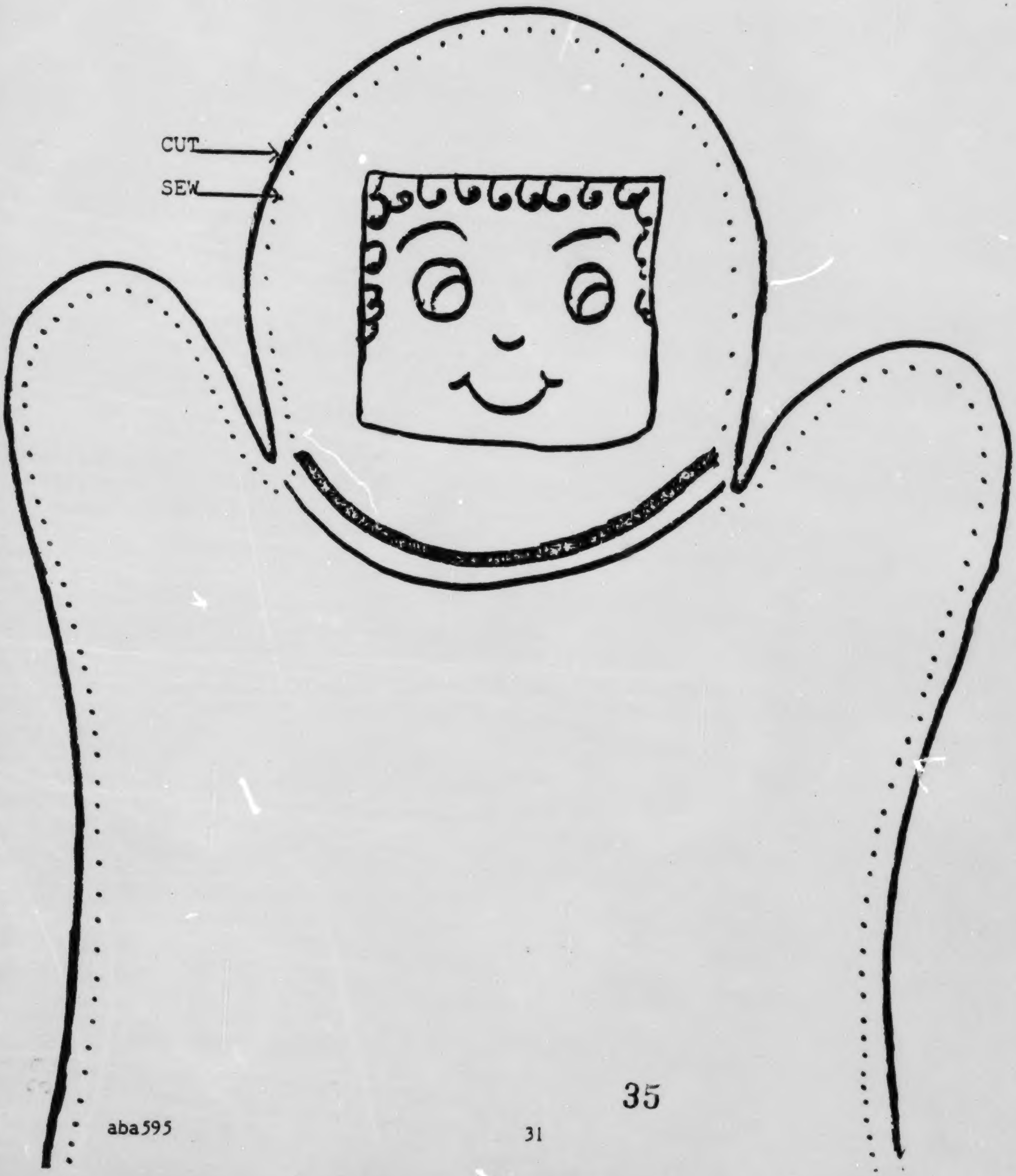
Helmet

Color suggested : blue

HAND PUPPET PATTERN

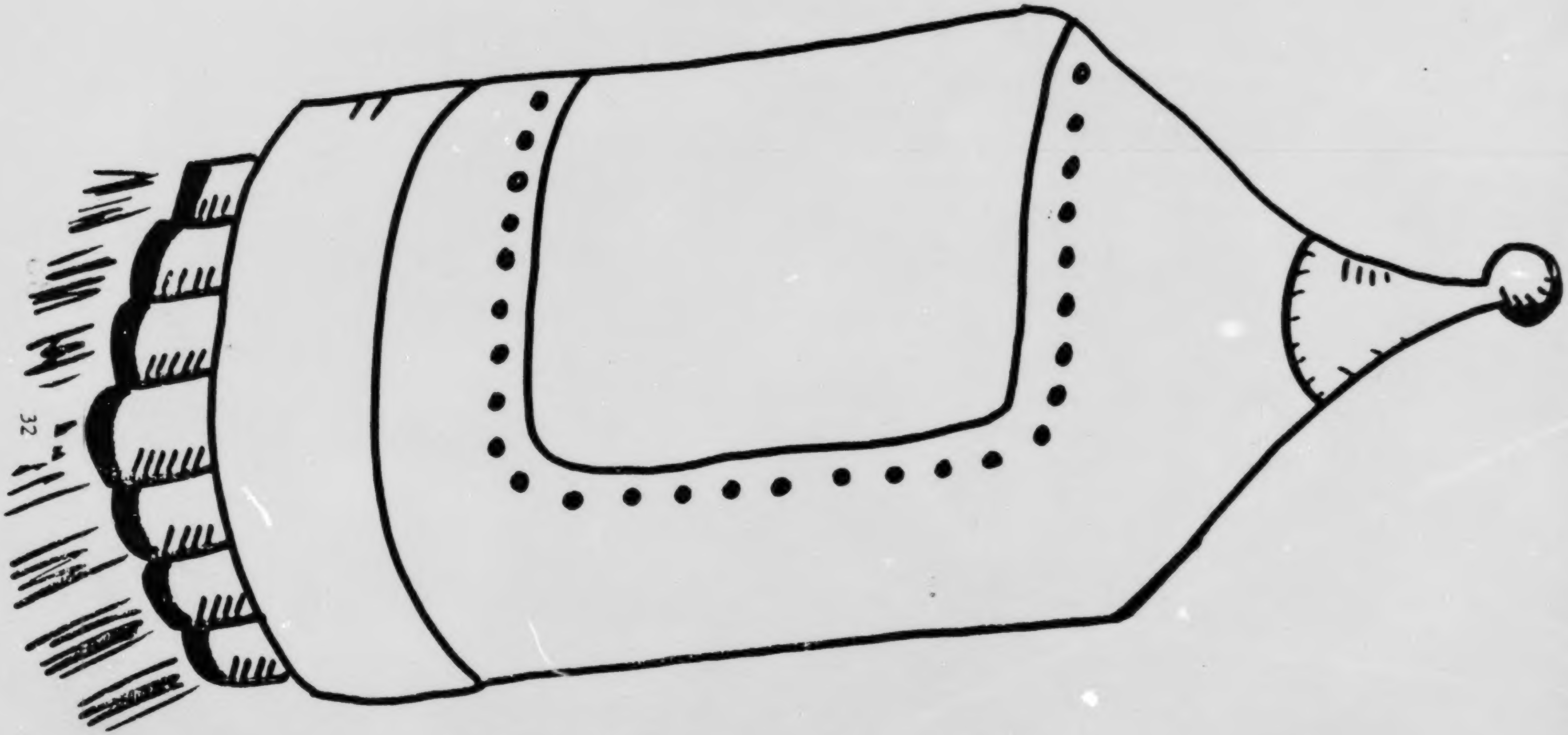
TEACHER: Make a boy or girl hand puppet before doing this activity. Students may decorate their astronaunt puppet.

STUDENTS: Your puppet is on the moon and can make one phone call back to earth. Everyone on earth will hear your call. What will your puppet say?

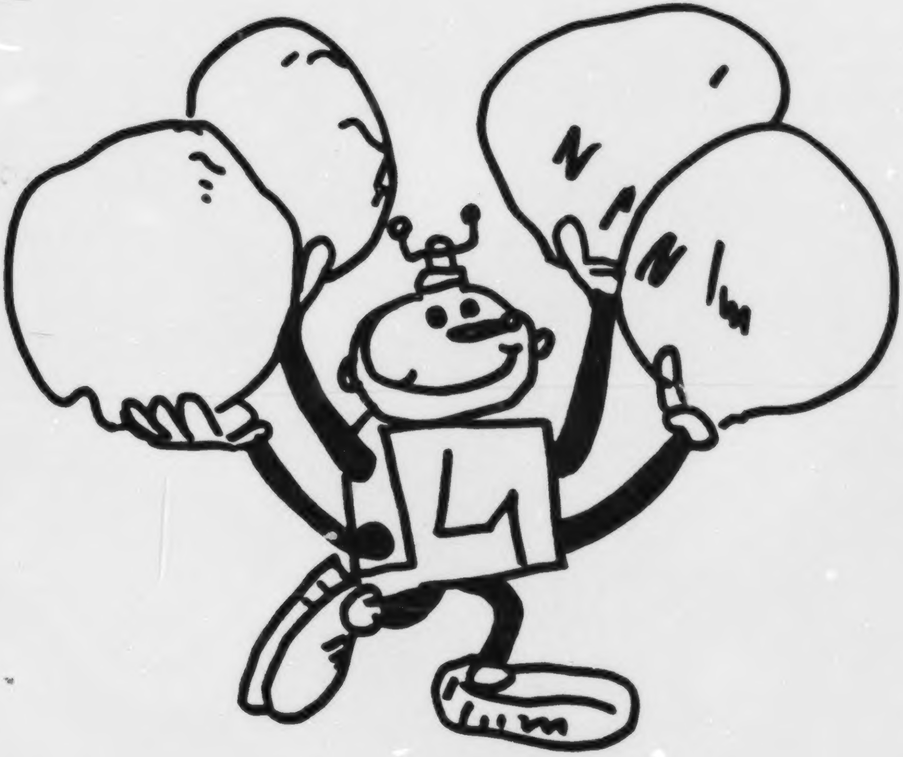


CREATIVE THINK

You are going to the moon! Who would you take? Draw a picture of you and your friend inside the rocket.



On the back draw a picture of five valubale possessions you would take with you to the moon.



ORAL EXPRESSION
Giving Directions

Moon Rocks

"This is My Moon Rock"

Divide the students into pairs. Seat each pair at a table across from each other. Place a screen between the two students and give one student a box with about ten rocks. Have that student pull out five rocks and describe to the other student (who cannot be seen) which rocks he/she removed and returned to the box. The other student then takes the box and from the directions removes the same rocks.

Give each pair of students boxes of almost identical rocks. One student arranges the rocks on the table and instructs the other on how to reproduce the same arrangement.

HINT: Be sure to include rocks of different shapes and sizes. Students can paint their moon rocks as an art lesson and then redo the activity.

Oral Language

The following pages include a pattern book similar to Brown Bear, Brown Bear. Duplicate the book for each child. Concepts developed are color words, sequence of story, and rhyming.

Make copies of the astronaut, rocket, etc., on tag board and place felt on the back to use on a felt board. The children can retell the story and play individually with the pattern pieces.

HINT: Note the page numbers on the bottom of each page when putting the book together. Pages are back to back.

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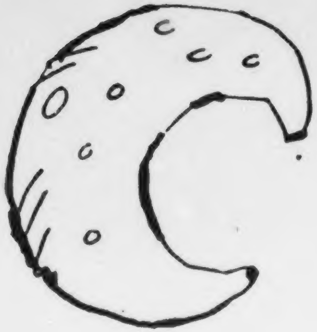
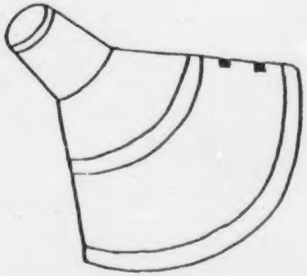


Orange moon, orange moon,

what do you see?

35

I see a green spaceship looking
at me.



Green spaceship, green spaceship,

what do you see?

I see purple stars looking at me.

Red rocket, red rocket

what do you see?

I see an orange moon looking at me.

36

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I see a red rocket looking at me.

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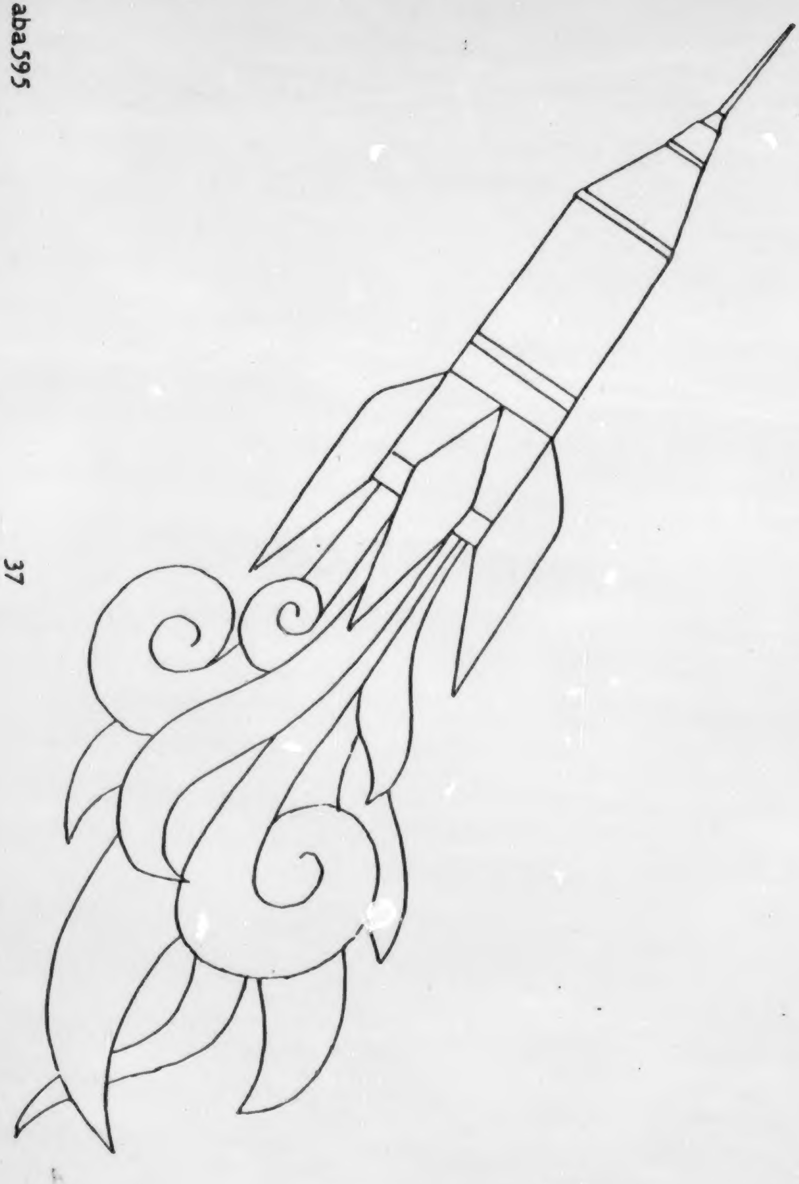
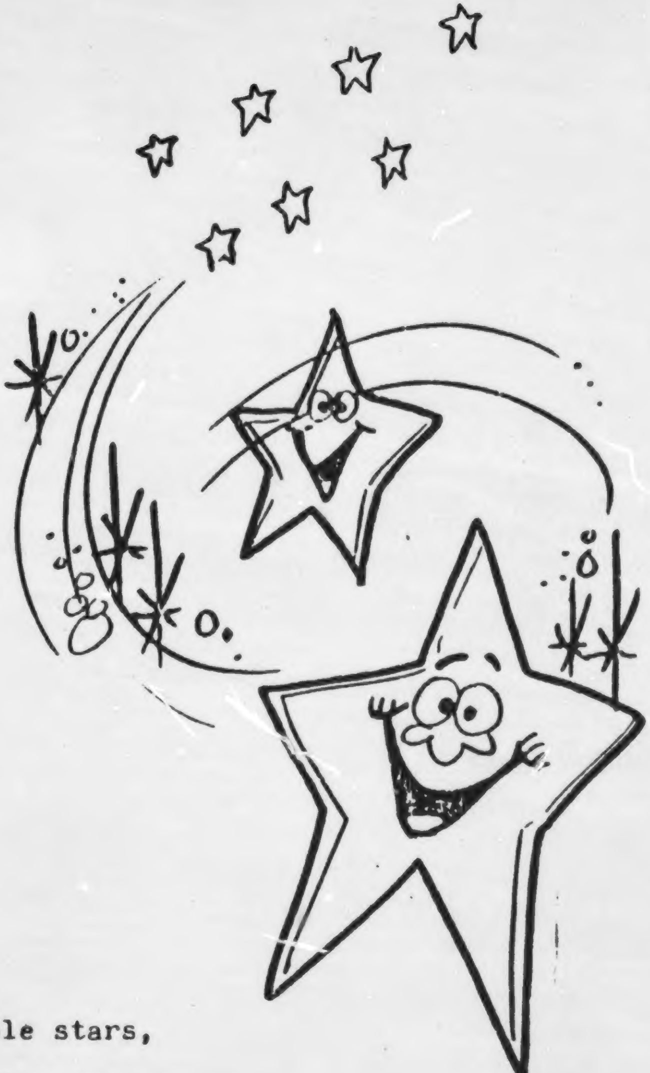
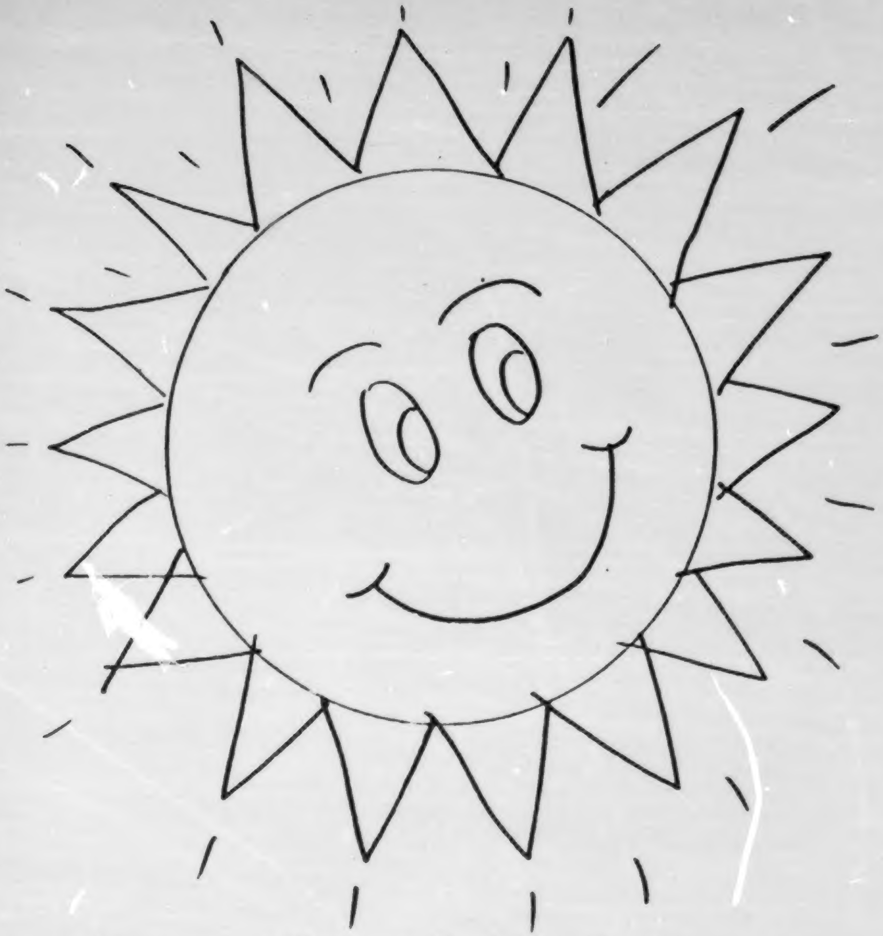
37



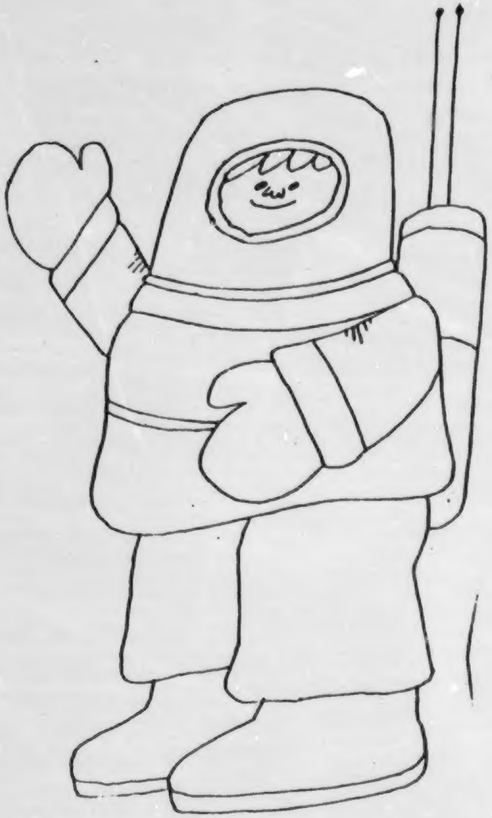


Purple stars,
purple stars,
what do you see?



I see a yellow sun looking at me.

Yellow sun,
          yellow sun,
                    what do you see?



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Blue astronaunt,
blue astronaunt,
what do you see?

aba595

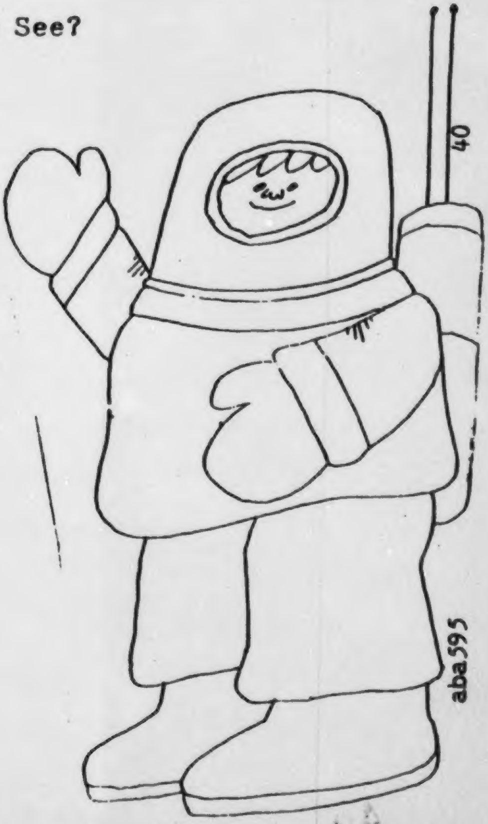
39

I see you looking at me.

Blue Astronaunt,

Blue Astronaunt,

What Do You See?



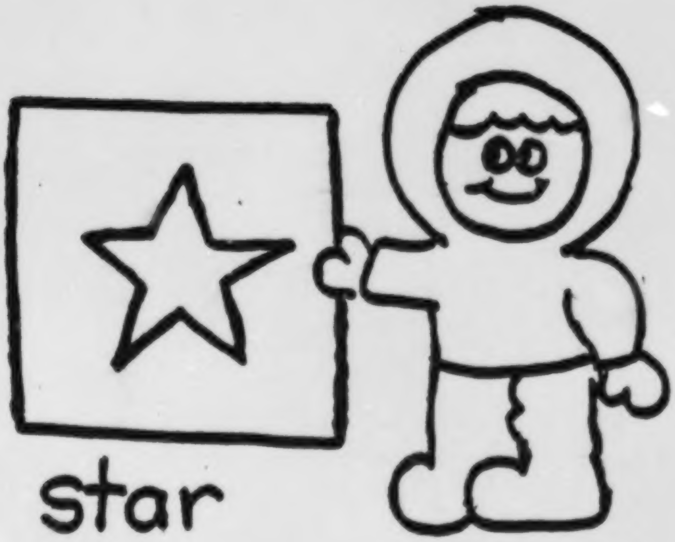
SPACE POETRY

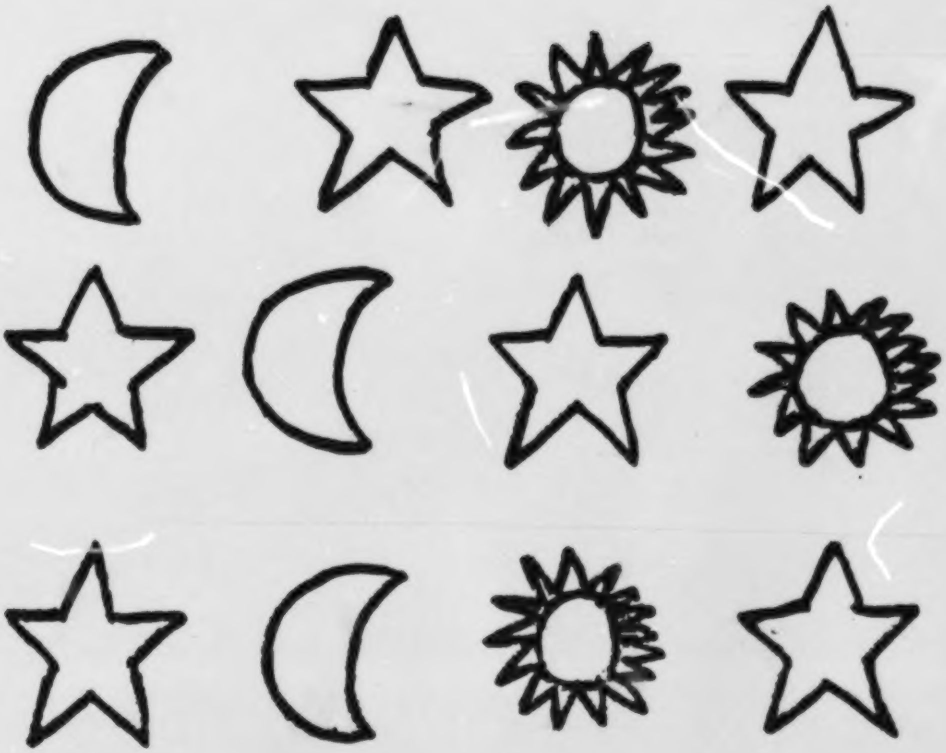
Five little spacemen sitting out in space
This little spaceman said, "Let's have a race."
This little spaceman said, "Oh, don't be so tough."
This little spaceman said, "I have enough."
This little spaceman said, "Let's blast off!"
10-9-8-7-6-5-4-3-2-1 BLAST OFF!

The Astronauts

Here are ten bold astronauts (hold up ten fingers)
Big and brave are they,
Doing exercises, keeping fit each day (wiggle ten fingers).
Time now for a space shot, into the capsule climb (fingers of right hand walk up left arm into left hand).
Wait for count down time. Zoom! and off the rocket goes!
Up, up, up in space (thumbs up, and up, and up),
Round and round he'll orbit (move right hand round and round),
Going from place to place.
Then at the proper moment, down, down, down he'll glide.
His parachute will open (open palm of left hand - place pointer finger in center of left palm and pretend to glide to earth),
And down, down, down he'll ride.
Then off he'll go and march away (then fingers pretend to march),
To ride again another day.

Color
the
stars.





MATH BLAST OFF

3 + 6 = _____

2 + 1 = _____

4 + 4 = _____

3 + 8 = _____

4 + 3 = _____

7 + 2 = _____

4 + 5 = _____

6 + 5 = _____

9 + 1 = _____

6 + 4 = _____

5 - 4 = _____

7 - 2 = _____

3 - 3 = _____

9 - 1 = _____

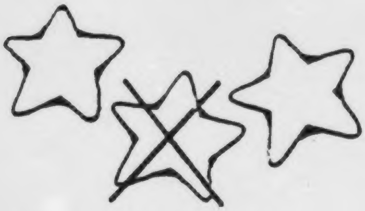
6- 5 = _____

4 - 4 = _____

3 - 2 = _____

Name ______________________________

How many are left?



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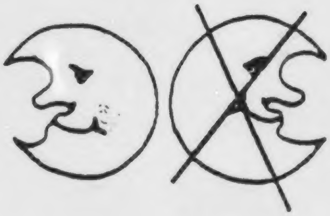

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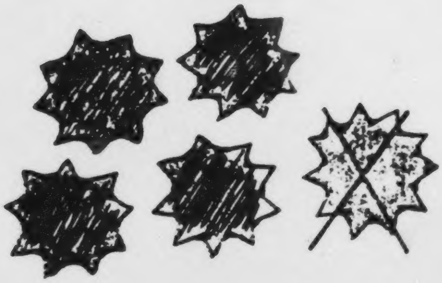
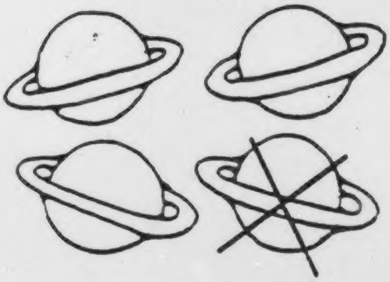


3 4 5



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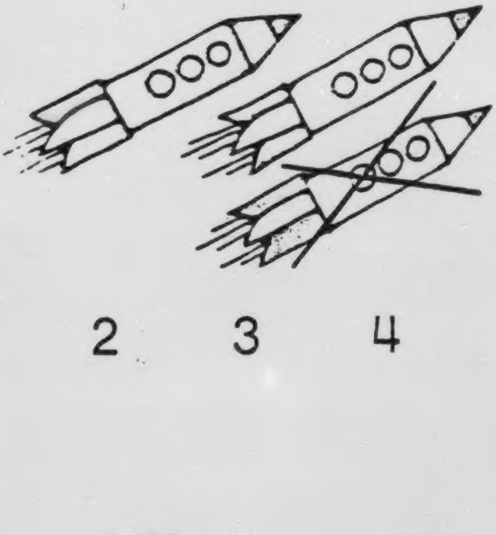

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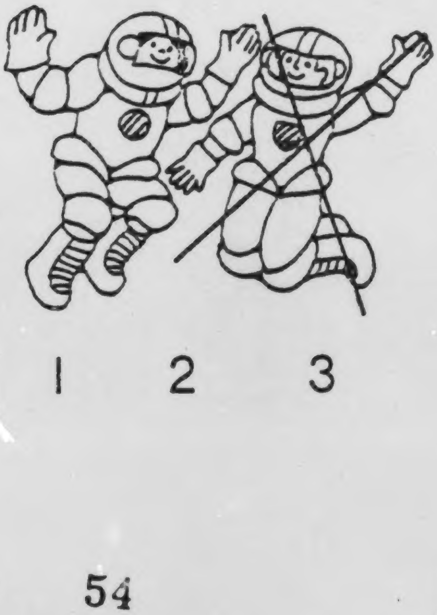

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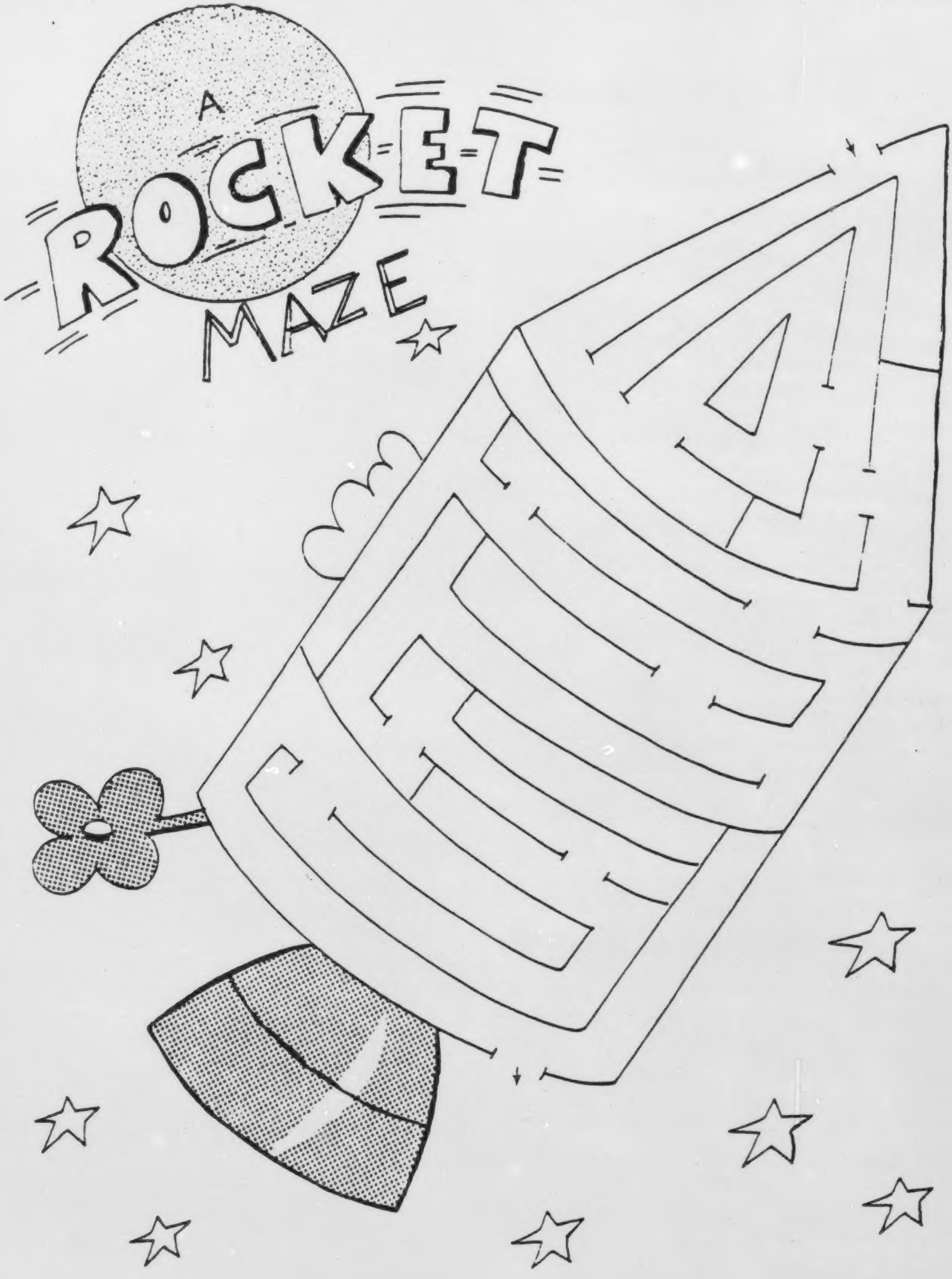
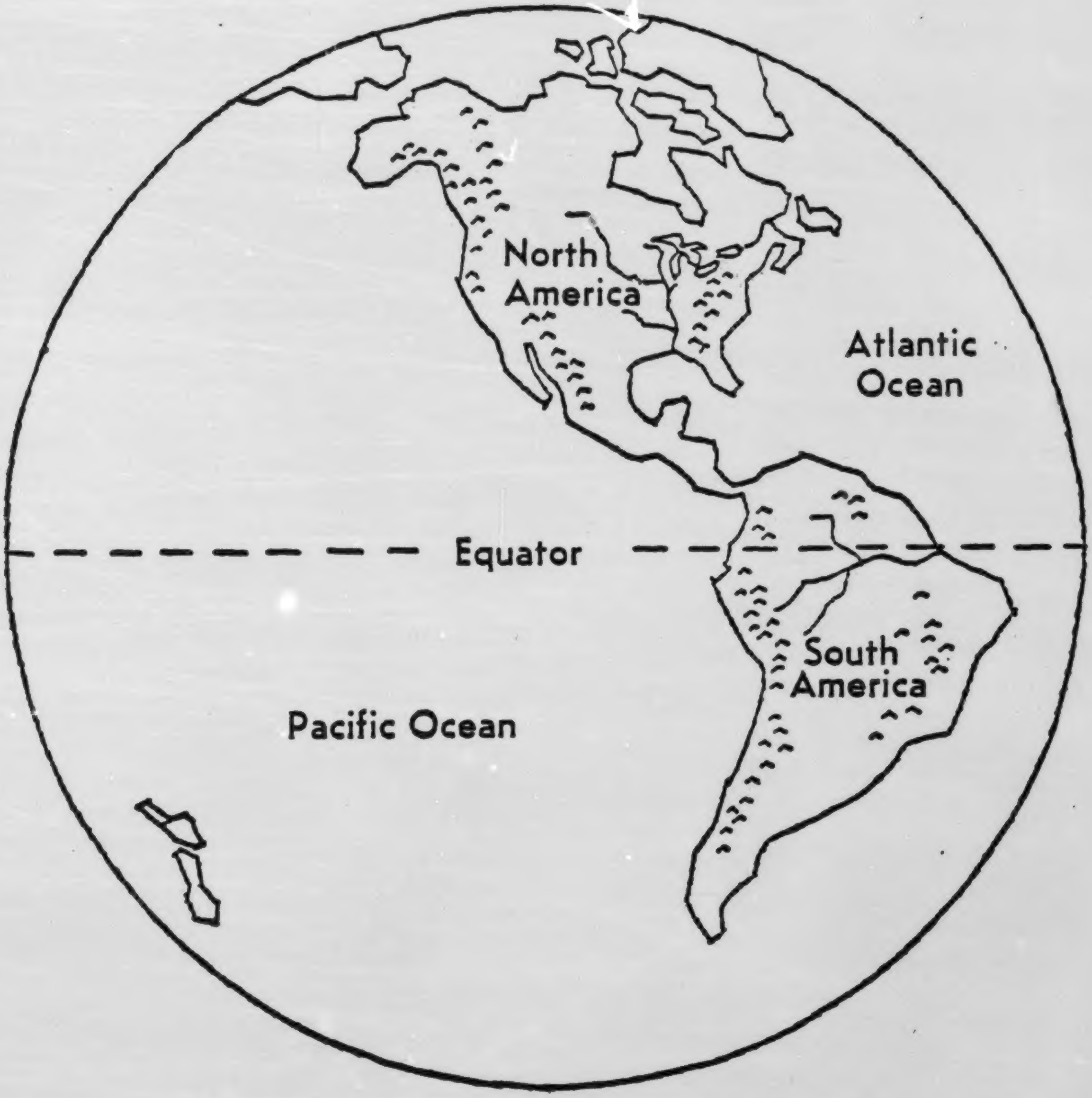
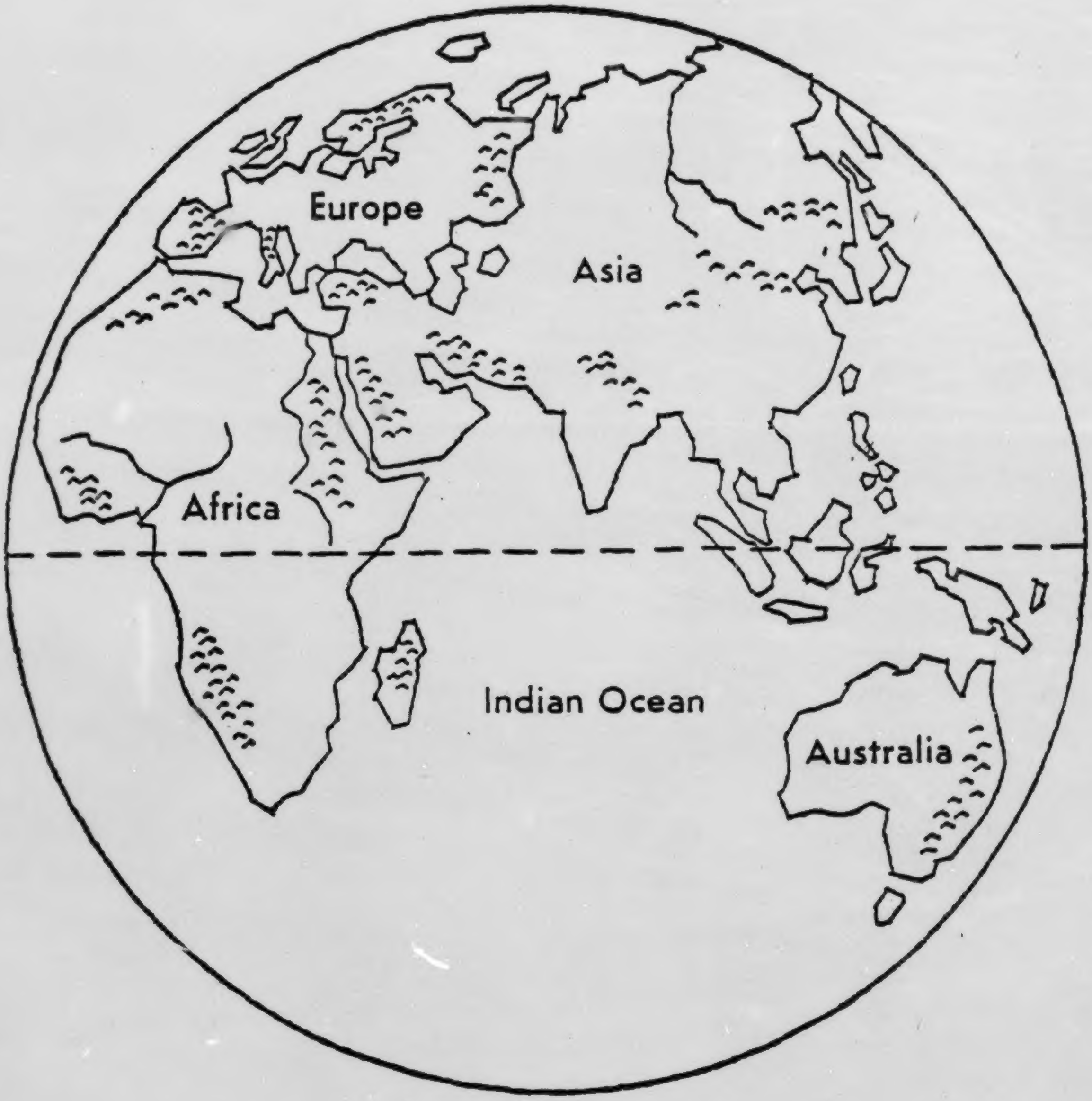

A
ROCKET
MAZE

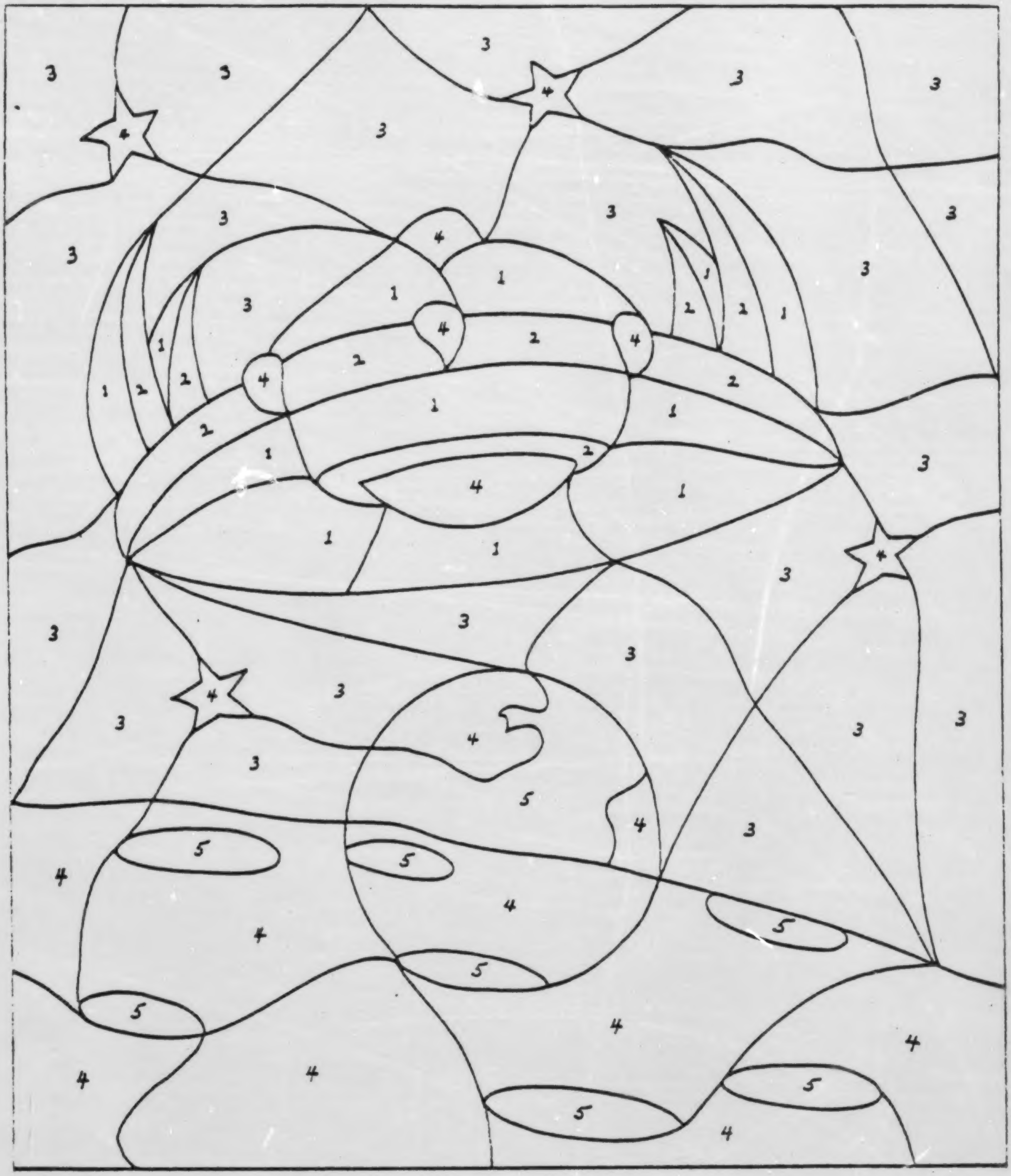
Let's explore the world.


North America
Atlantic Ocean
Equator
South America
Pacific Ocean

Color the land red.
Color the water blue.


Europe
Asia
Africa
Indian Ocean
Australia

Write: world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4
4
4
5
5
4

1 - BLACK 2 - BROWN 3 - BLUE 4 - YELLOW 5 - GREEN

SPACE CUTOUTS

½ cup soft butter

1 cup sugar

1 egg

1 teaspoon vanilla

2 cups sifted flour

1½ teaspoon baking powder

1 tablespoon heavy cream

½ teaspoon salt

1. Cream butter and sugar and beat until light. Beat in egg and vanilla. Sift together dry ingredients. Add to creamed mixture and mix well. Chill several hours.

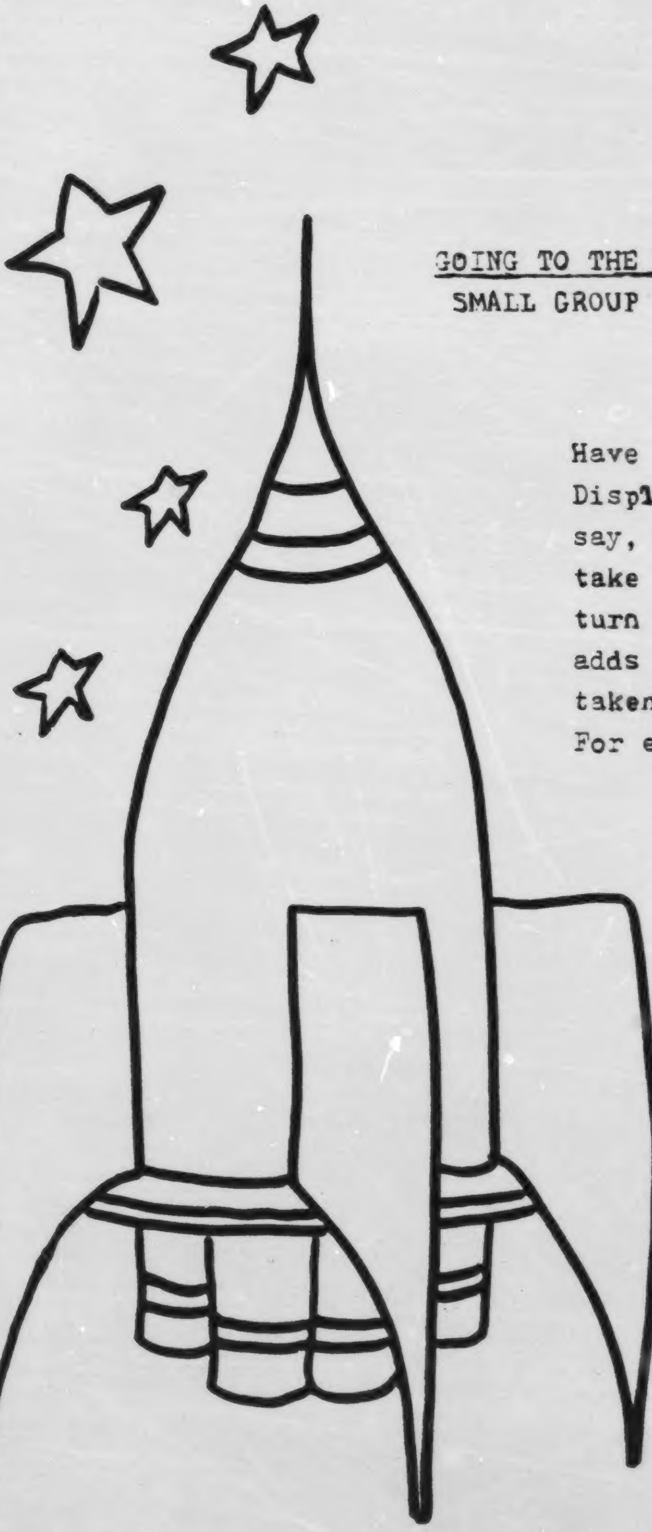
2. Divide dough into 4 portions. Roll to ⅛ inch thickness. Cut into moon or star shapes. Sprinkle with colored sugar.

3. Bake on greased cookie sheet in preheated moderate (375°) oven 8 to 10 minutes. Makes about 5 dozen.

BASIC VOCABULARY DEVELOPMENT

GOING TO THE MOON

SMALL GROUP



Have the students sit in a circle. Display a picture of a rocket and say, "I'm going to the moon and I'll take a camera." Each student in turn repeats the model sentence and adds an additional item that will be taken on the trip to the moon. For example:

Student 1: I'm going to the moon and I'll take a camera and a toothbrush.

Student 2: I'm going to the moon and I'll take a camera, a toothbrush, and a book.

__HINT__: The group should not be too large, or it becomes impossible to remember all the items. Having real objects or pictures on hand may be useful to help students think of appropriate items. Second-language students should be aware of the intonation pattern used when listing items in a series.

HOW MANY WORDS CAN YOU FIND IN ASTRONAUT?

ART
ANT
OAR
OAT
SAT
SUN

SON
SOAR
STAR
STOUT
START
STUNT

SNORT
STRUT
TOT
TUN
TAR
TON

TAN
TART
TURN
TORN
TRUST
TOAST

NUT
NOT
URN
RAT
RUN
RAN

ROT
RUST
ROAN
ROAST
RUNT
RANT

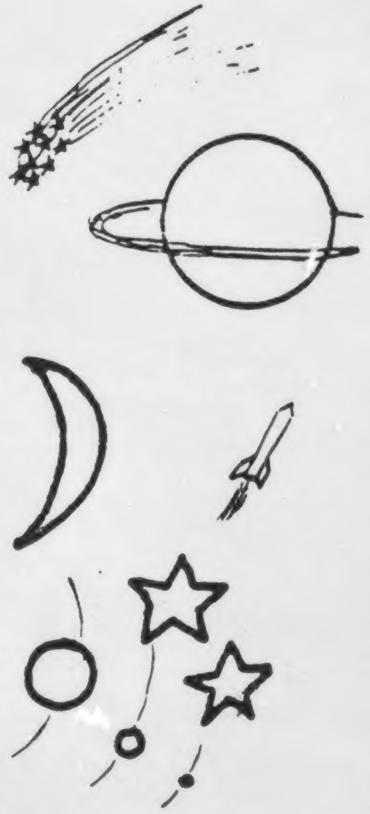
CAN YOU FIND MORE?

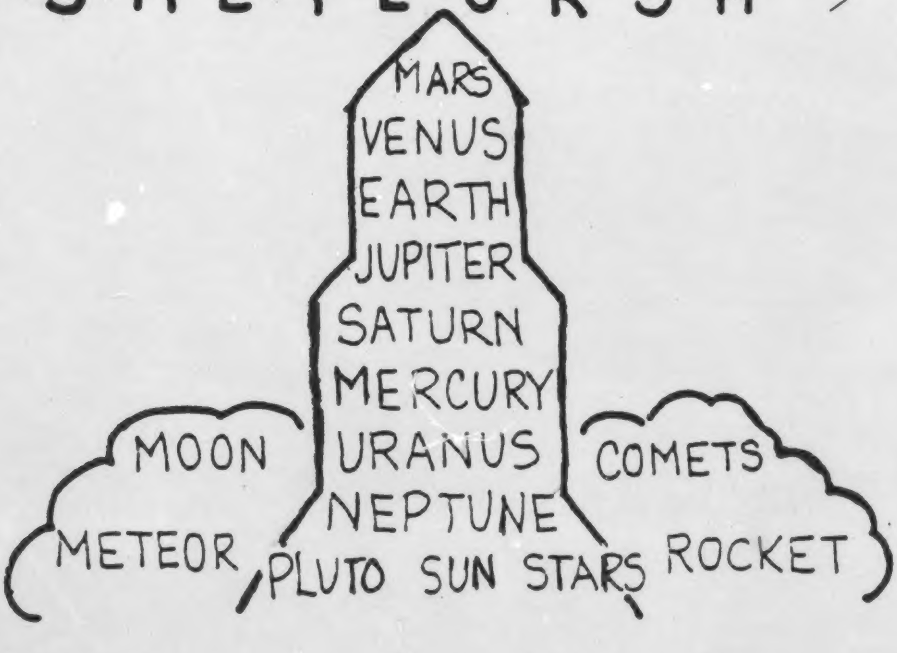
VOCABULARY DEVELOPMENT

WORD HUNT

OUTER SPACE

B	L	N	A	R	O	C	K	E	T
N	M	E	R	C	U	R	Y	A	K
T	A	P	E	S	A	T	U	R	N
B	R	T	E	T	A	C	R	T	B
H	S	U	N	A	Y	H	A	H	O
A	V	N	G	R	I	P	N	L	M
P	E	E	R	S	P	L	U	T	O
P	N	C	O	M	E	T	S	O	O
J	U	P	I	T	E	R	S	T	N
Y	S	M	E	T	E	O	R	S	H

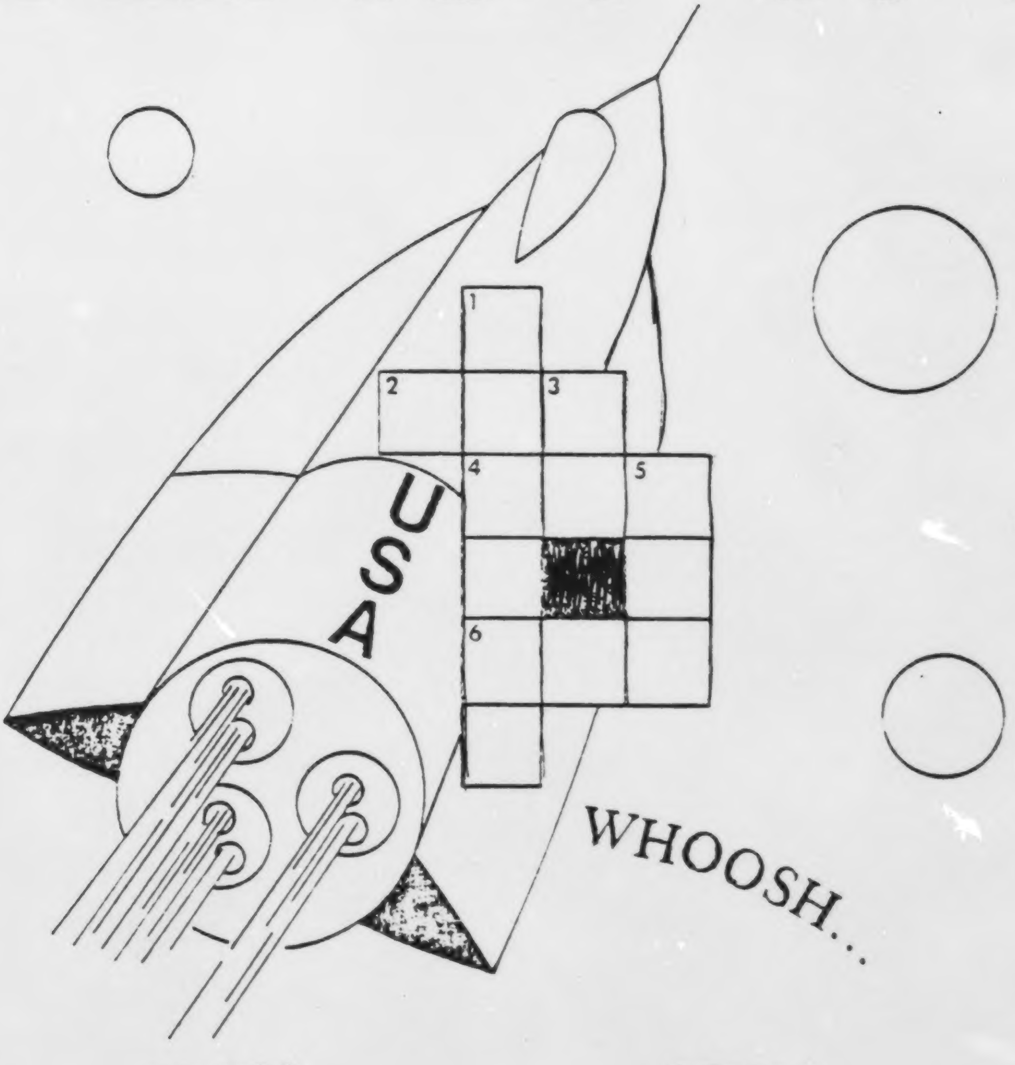




MARS
VENUS
EARTH
JUPITER
SATURN
MERCURY
URANUS
NEPTUNE
MOON
COMETS
METEOR
PLUTO
SUN
STARS
ROCKET

VOCABULARY DEVELOPMENT

BLAST OFF



ACROSS

2. Not Daughter
4. Corn On The ___
6. Dine

aba595

DOWN

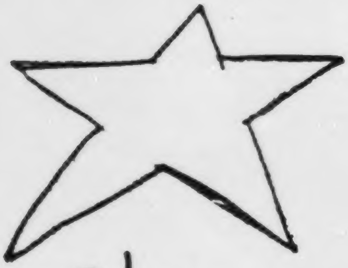
1. Space Ship
3. Not Yes
5. Wager

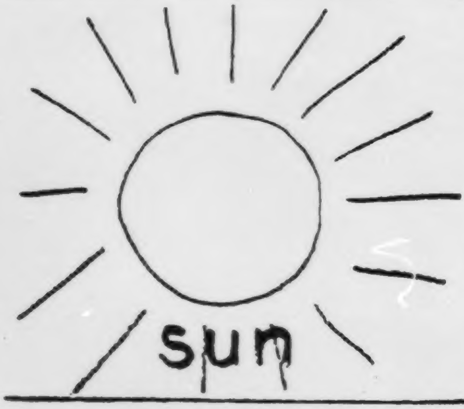
53

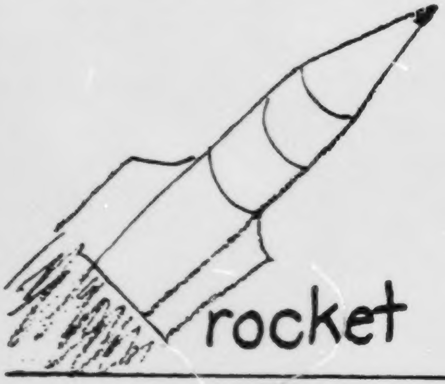
ANSWERS: ACROSS: 2. SON 4. COB 6. EAT
DOWN: 1. ROCKET 3. NO 5. BET

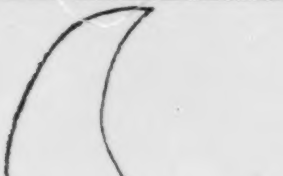
RHYMING WORDS

SUGGESTIONS: Have the students color and cut out the pictures below. The students can play matching the rhyming words. The pictures can be pasted on another piece of paper or used in a "concentration game". Oral language: Make up silly sentences using the rhyming words.


star


sun


rocket


aba695

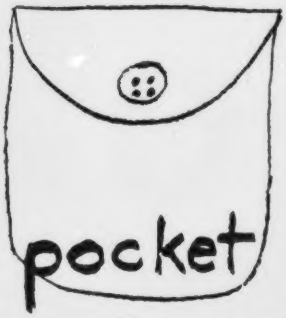
moon

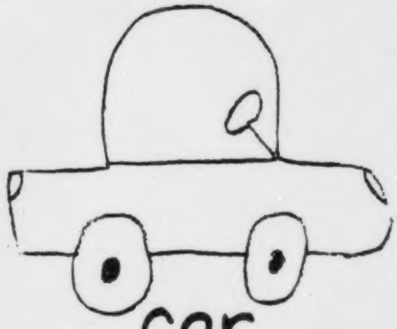
I see a moon in the spoon.

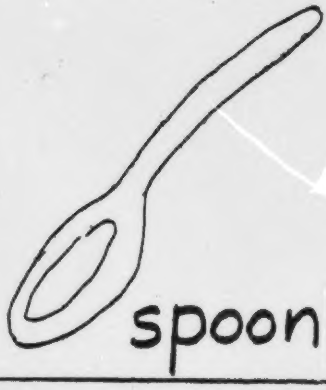
The car has a star.

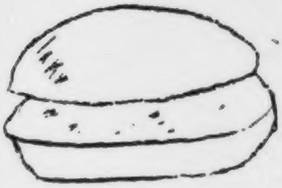
I have a rocket in my pocket.

I eat my bun in the sun.


pocket


car


spoon

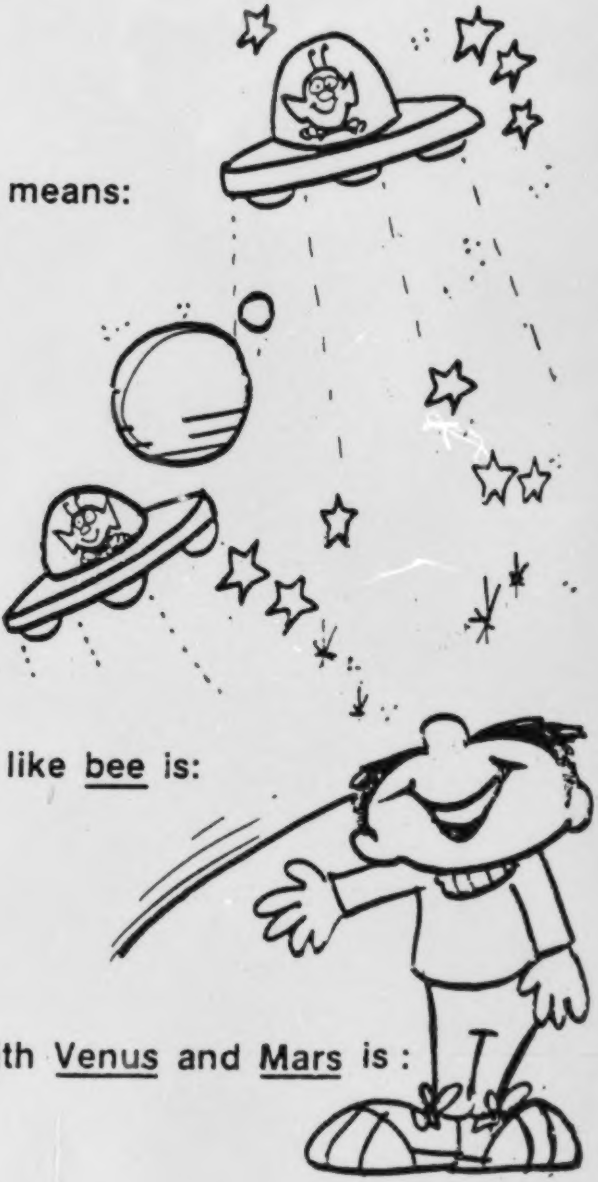

bun

Name ______________________________

ACCELERATED VOCABULARY

What Are Those Lights?

Have you ever seen strange lights in the night sky? Some people say they see bright lights from spaceships. Most often, the lights come from something on Earth. But sometimes they cannot be explained!



1. **In the story, the word explained means:**
   a. lights
   b. strange
   c. understood
2. **Another word for night is:**
   a. evening
   b. morning
   c. noon
3. **The opposite of you is:**
   a. her
   b. me
   c. him
4. **A word in the story that sounds like bee is:**

   ____
5. **The word they stands for:**
   a. some people
   b. Earth
   c. bright lights
6. **A word in the story that goes with Venus and Mars is :**
   a. lights
   b. Earth
   c. bright

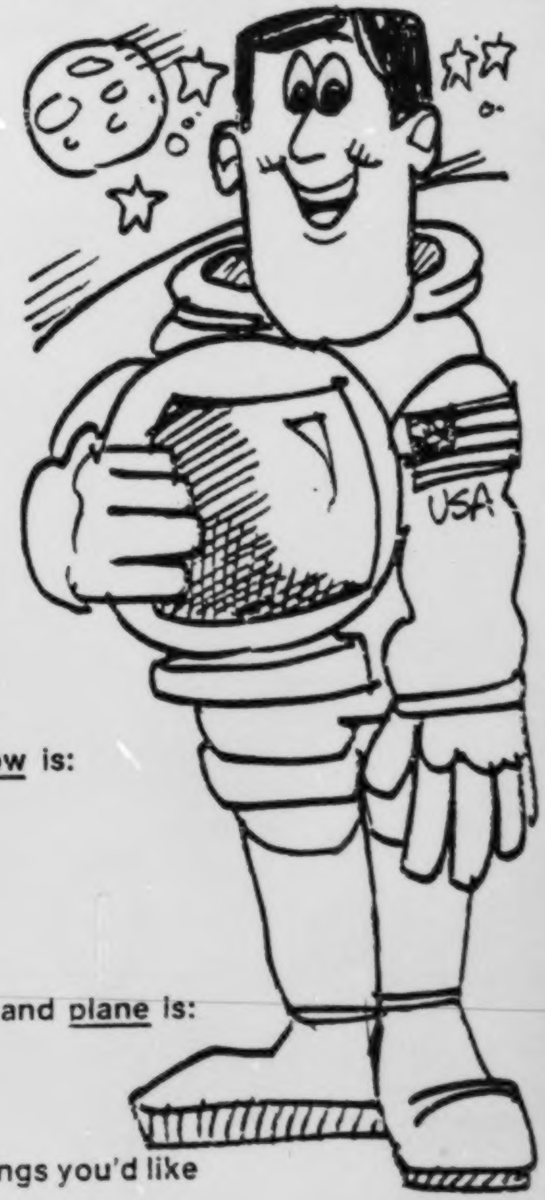
★Pretend a spaceship has landed in your yard. On the back of this paper write a story about what you would do.

Name ______________________________

ACCELERATED VOCABULARY

An Important Job

Do you know what Michael Collins did? He piloted the spacecraft **Columbia** that circled 69 miles above the moon. His fellow **astronauts**, Edwin Aldrin and Neil Armstrong, landed on the moon. Collins stayed in the spacecraft. For almost two days he flew around the moon. Armstrong and Aldrin explored below. Collins said he didn't mind being by himself. His job was important. Without him, no one could have returned!



1. **In the story, the word astronaut means:**
   - a. a person trained to drive a car
   - b. a person who travels in space
   - c. a person trained to ride a horse
2. **Another word for alone is:**
   - a. together
   - b. always
   - c. single
3. **The opposite of above is:**
   - a. below
   - b. always
   - c. never
4. **A word in the story that sounds like know is:**

   ____
5. **The word he stands for:**
   - a. Edwin Aldrin
   - b. Neil Armstrong
   - c. Michael Collins
6. **A word in the story that goes with train and plane is:**
   - a. spacecraft
   - b. himself
   - c. important

★ **On the back of this paper make a list of things you'd like to take to the moon.**

Name ______________________________________

ACCELERATED VOCABULARY

On a Starry Night

Long before movies or television, people looked at the stars at night. They gave names to groups of stars. One group of seven stars was called the Big Dipper. These stars form the shape of a cup with a long handle. The two large stars in front of the cup point to the north star. One star in the handle is a double star. When two stars circle each other they are known as a double star. Look at the night sky. Try to find the Big Dipper.

1. **In the story, the word handle means:**
   a. something on a plate
   b. something on a glass
   c something on a cup
2. **Another word for find is:**
   a. lose
   b. discover
   c. hold
3. **The opposite of before is:**
   a. later
   b. today
   c. after
4. **A word in the story that sounds like inn is:**

   ____

5. **The word they stands for:**
   a. people who lived long ago
   b. stars
   c. Big Dipper
6. **A word in the story that goes with sun and moon is:**
   a. shape
   b stars
   c. handle

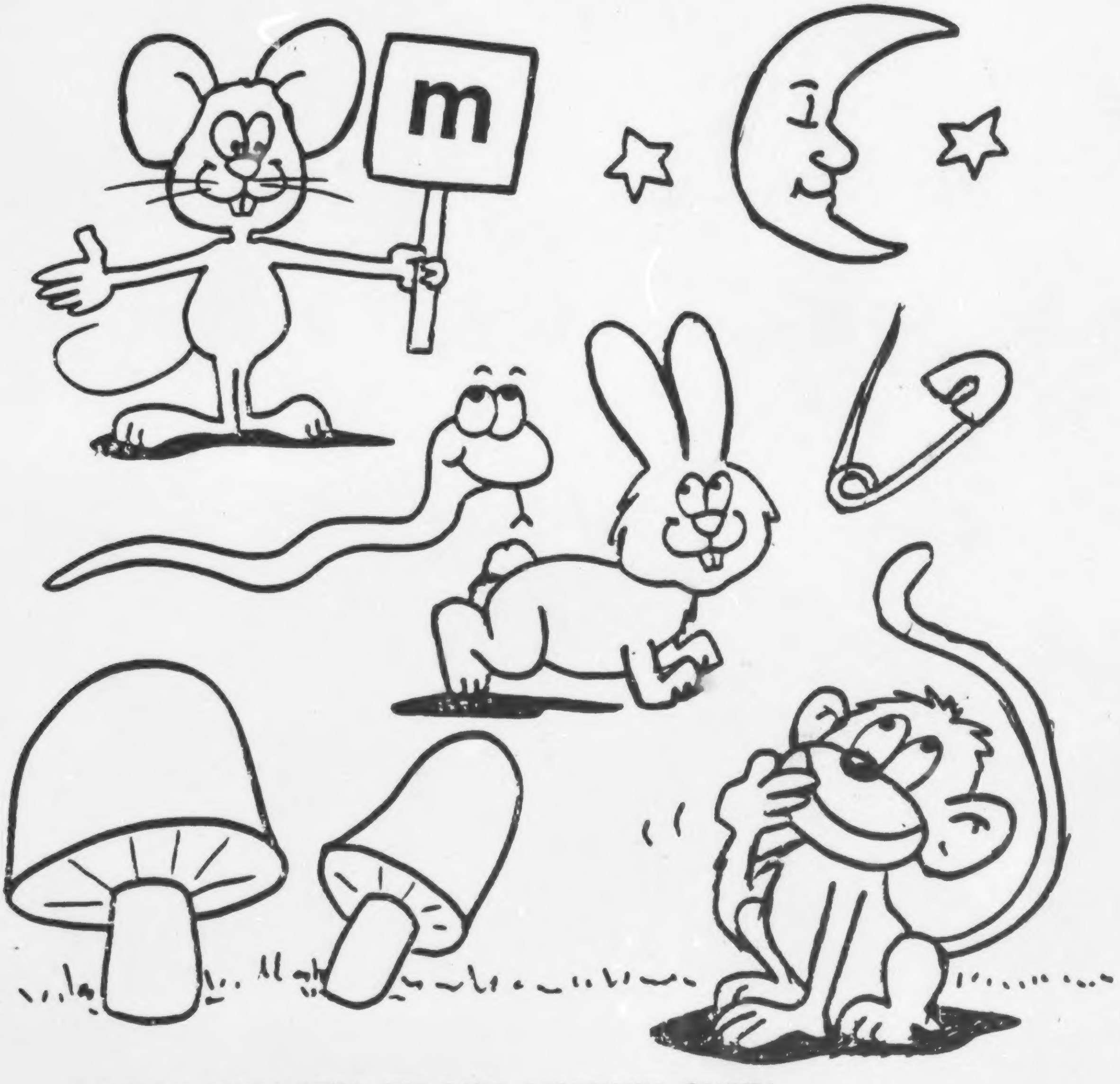
★ **Imagine a group of stars. Draw a picture of them on the back of this paper. Write the name of your star group.**

Name ______________________________

Practice **m** in each box.

m	m	m			

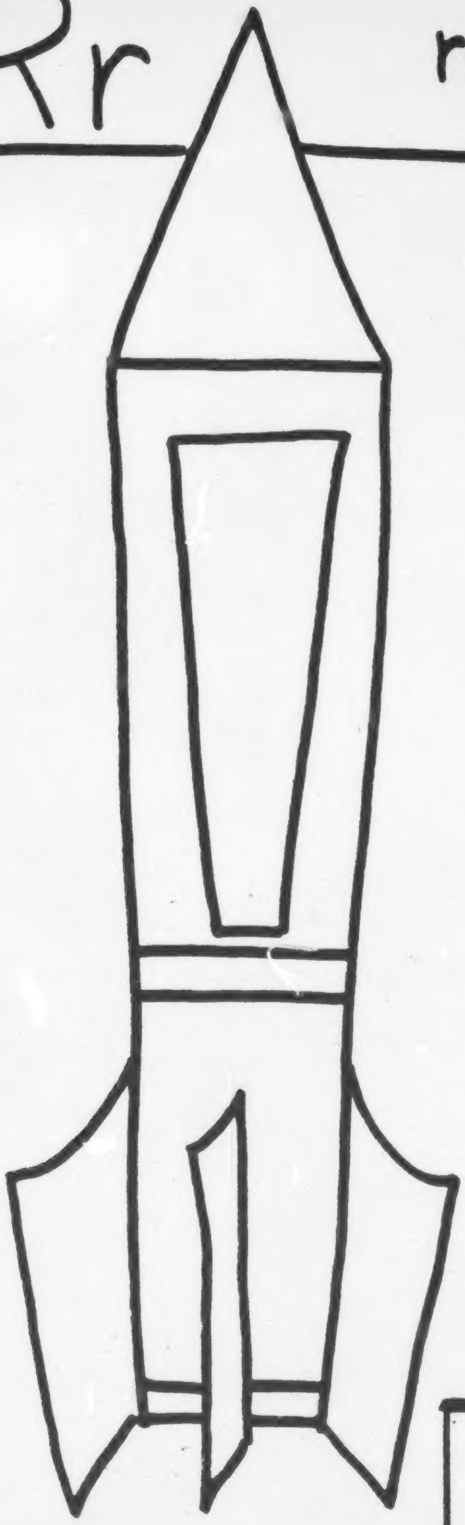
Color the things that start with the **m** sound.



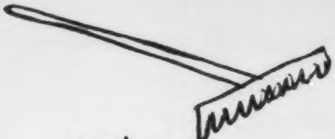
CUT OUT ALL THE PICTURES FROM THE FOLLOWING PAGE. PASTE THE PICTURES THAT START LIKE "ROCKET" ON THE LAUNCH PAD.

BEGINNING CONSONANT SOUND

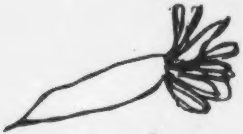
Rr rocket



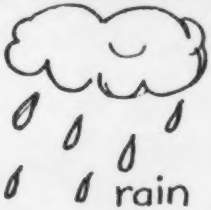
LAUNCH PAD



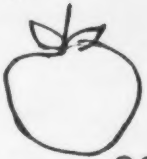
rake



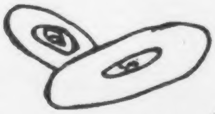
carrot



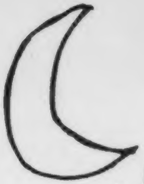
rain



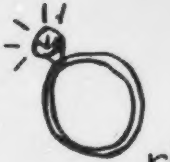
apple



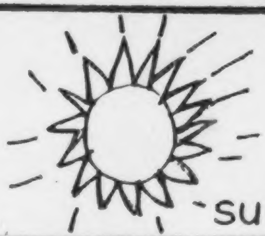
records



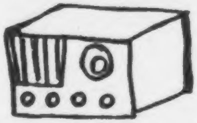
moon



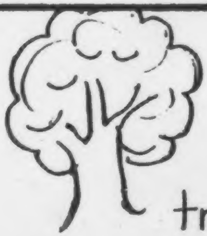
ring



sun

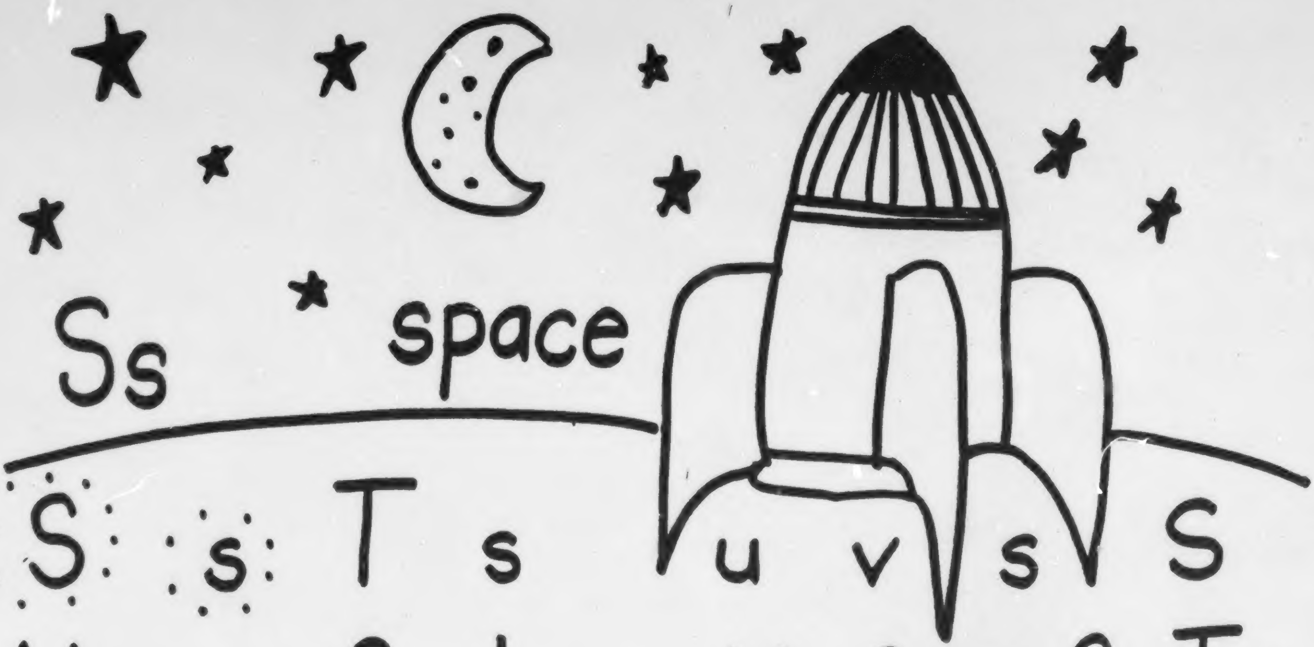


radio



tree

SPECIFIC UPPER AND LOWER CASE LETTERS



S s T s u v s S

M s S L s U C s S T

S u l s S P d R s

l s A s Z S l s R

T B r S U Q s P t

P s L S c s K S

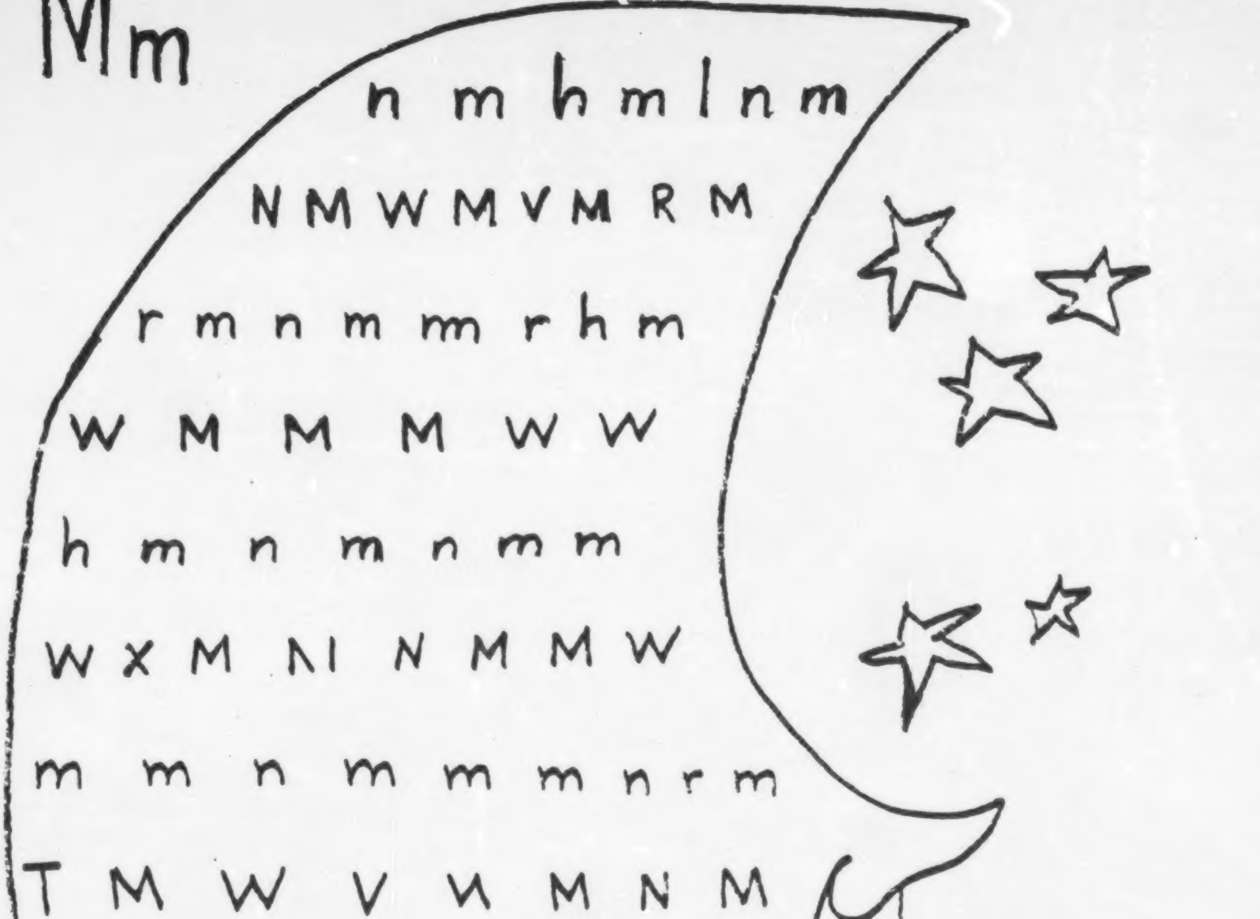
S u S Z s B T s

s v C S N s V N

P w K s C U s S

Cirlce letter Mm.

Mm



n m h m l n m

N M W M V M R M

r m n m m r h m

W M M M W W

h m n m n m m

W X M N N M M W

m m n m m m n r m

T M W V И M N M

R W M C M T M N M

t m n o r m m m m

T R N M W T R S M V

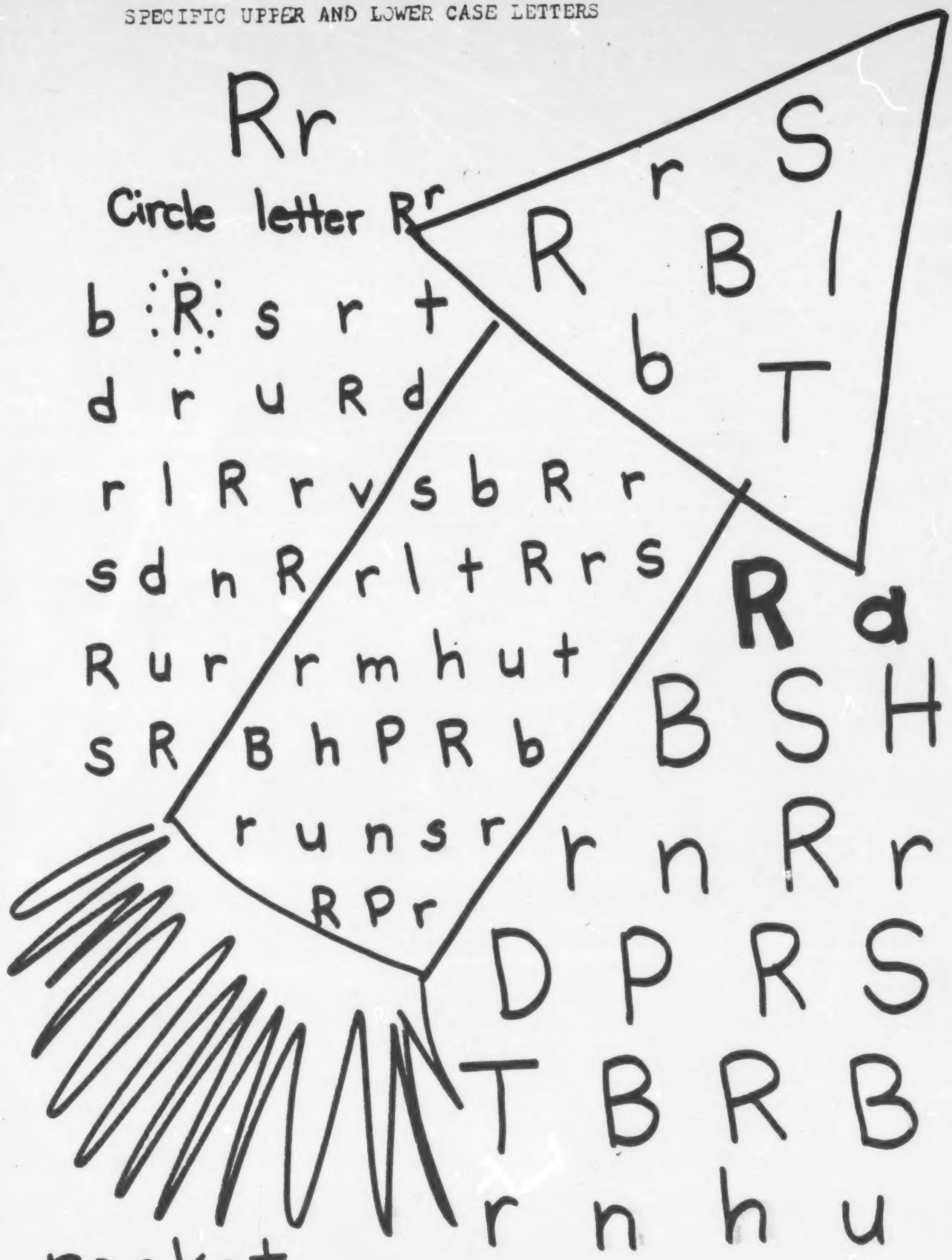
h H m r m m mm m

n s M m Mm Mm

SPECIFIC UPPER AND LOWER CASE LETTERS

Rr

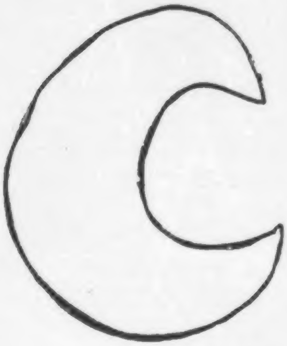
Circle letter Rr

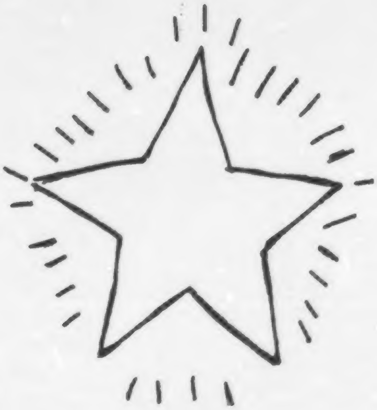

r S
R B l
b T
b R s r t
d r u R d
r l R r v s b R r
s d n R r l t R r s
R a
R u r r m h u t
s R B h P R b
B S H
r u n s r
R P r
r n R r
D P R S
T B R B
r n h u

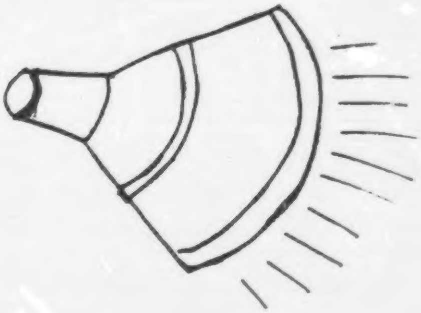
rocket

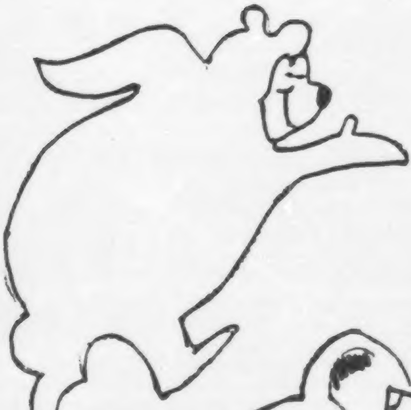
CLASSIFICATION

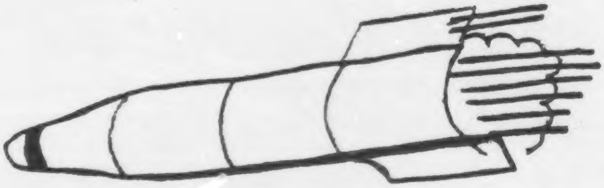
CROSS OUT THE THINGS THAT DO NOT BELONG.

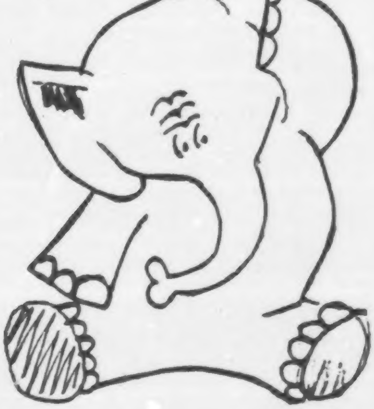


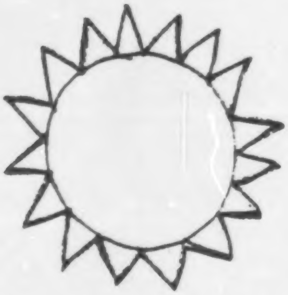






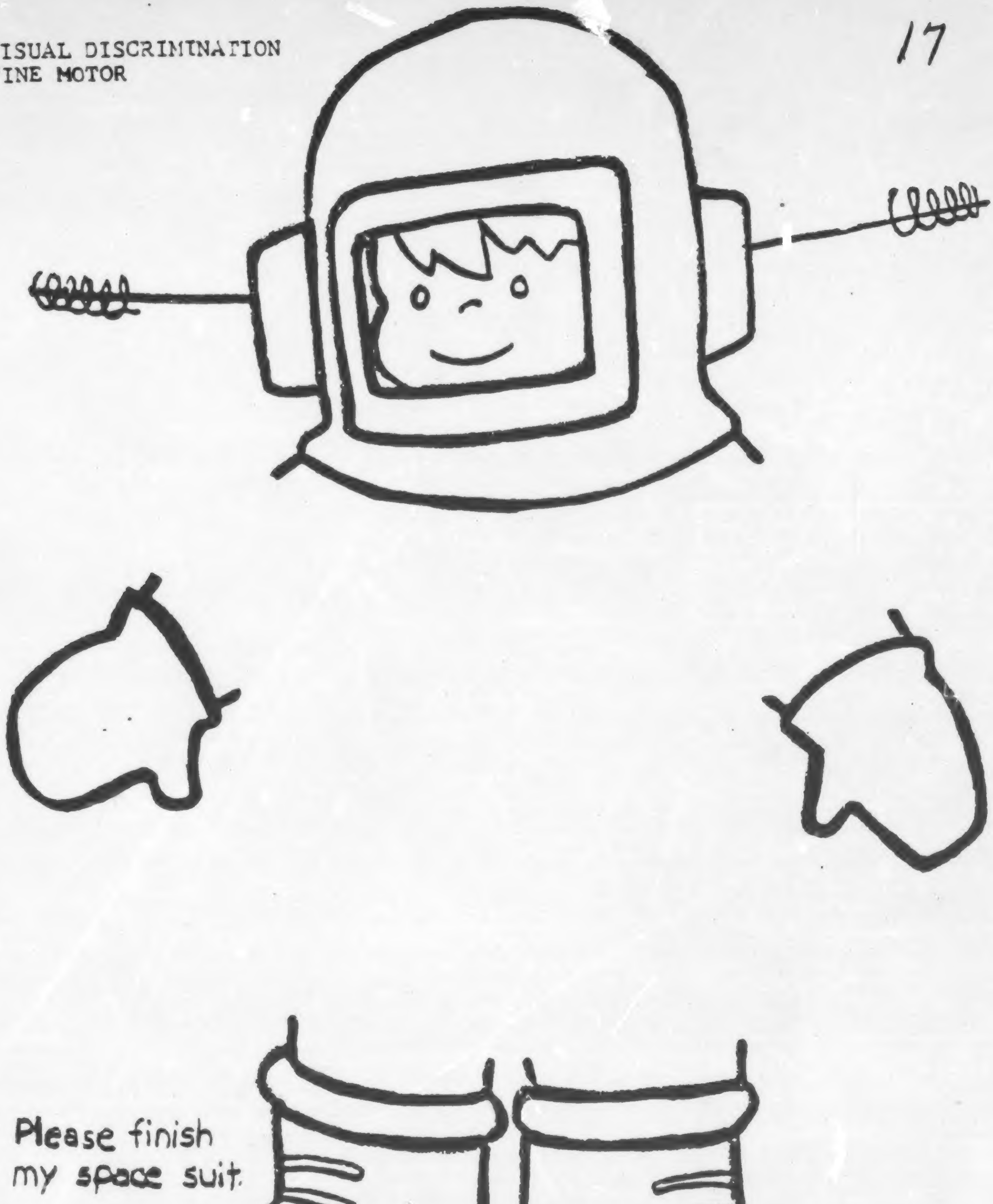






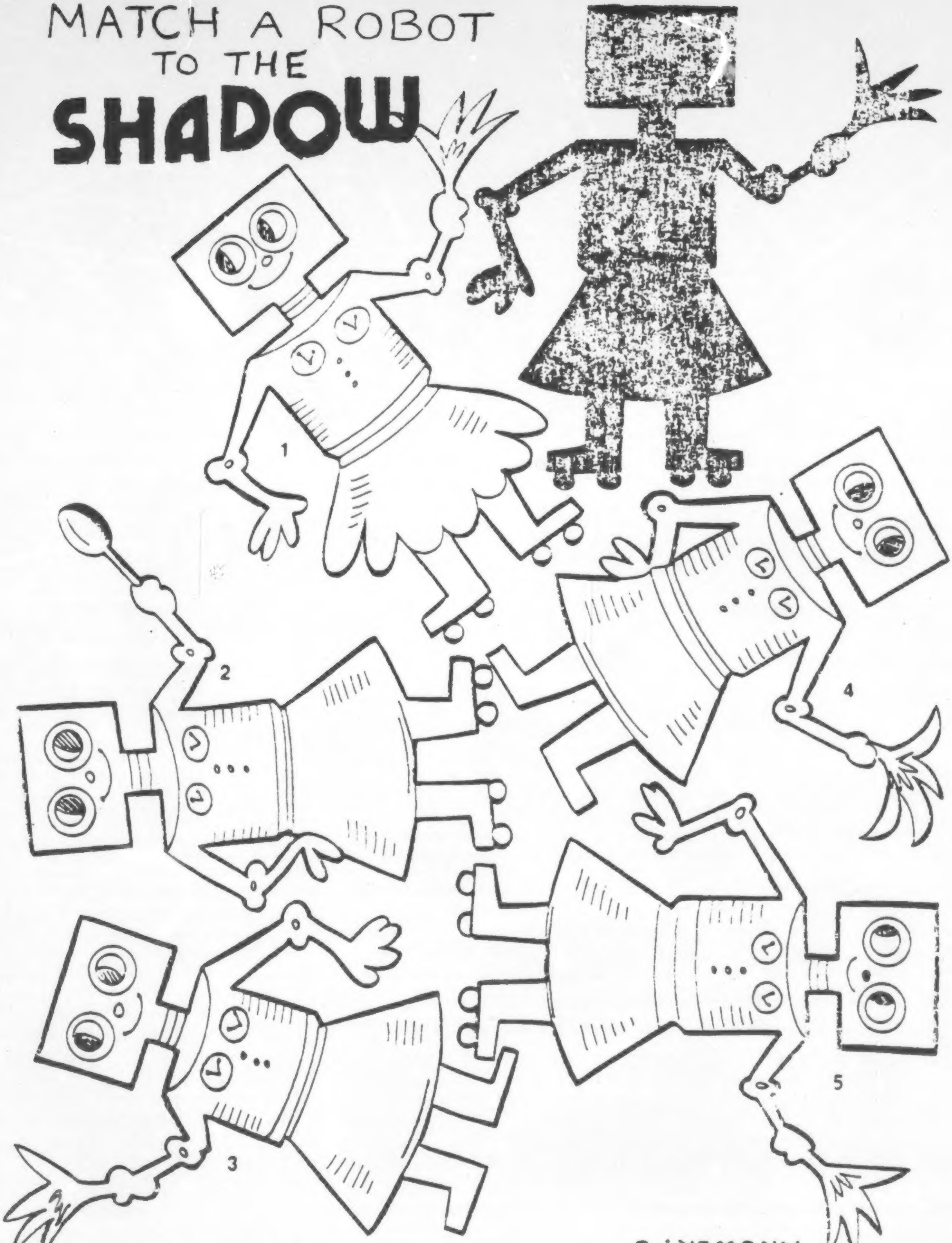
VISUAL DISCRIMINATION
FINE MOTOR

17



Please finish
my space suit.

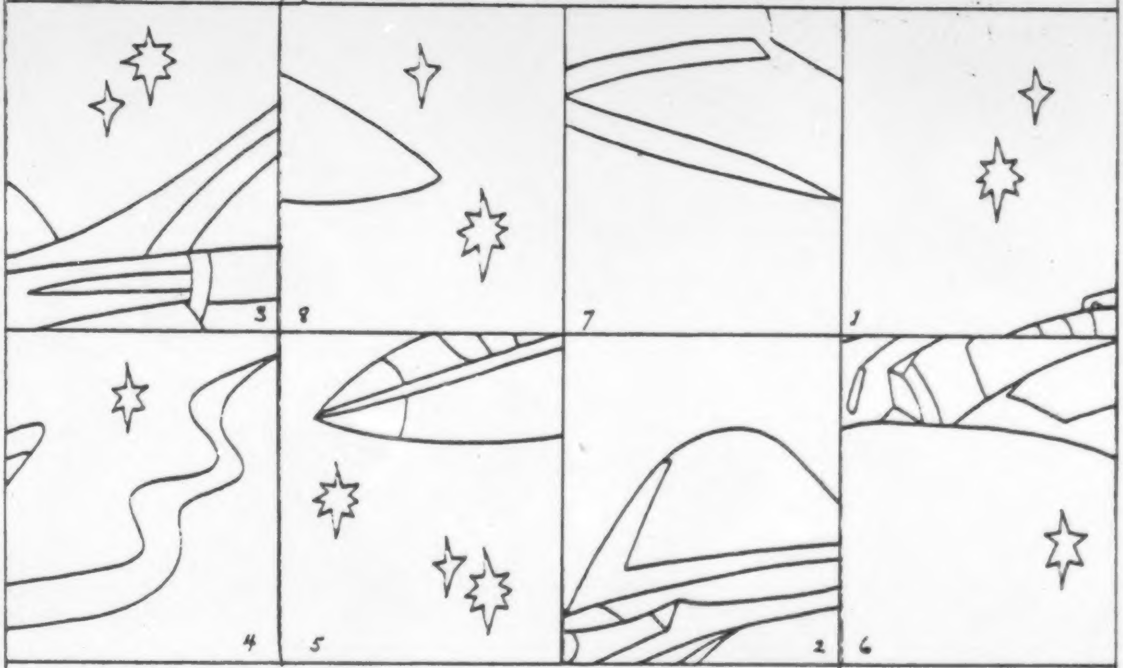
MATCH A ROBOT TO THE SHADOW



ANSWER: 5

VISUAL DISCRIMINATION

picture puzzle



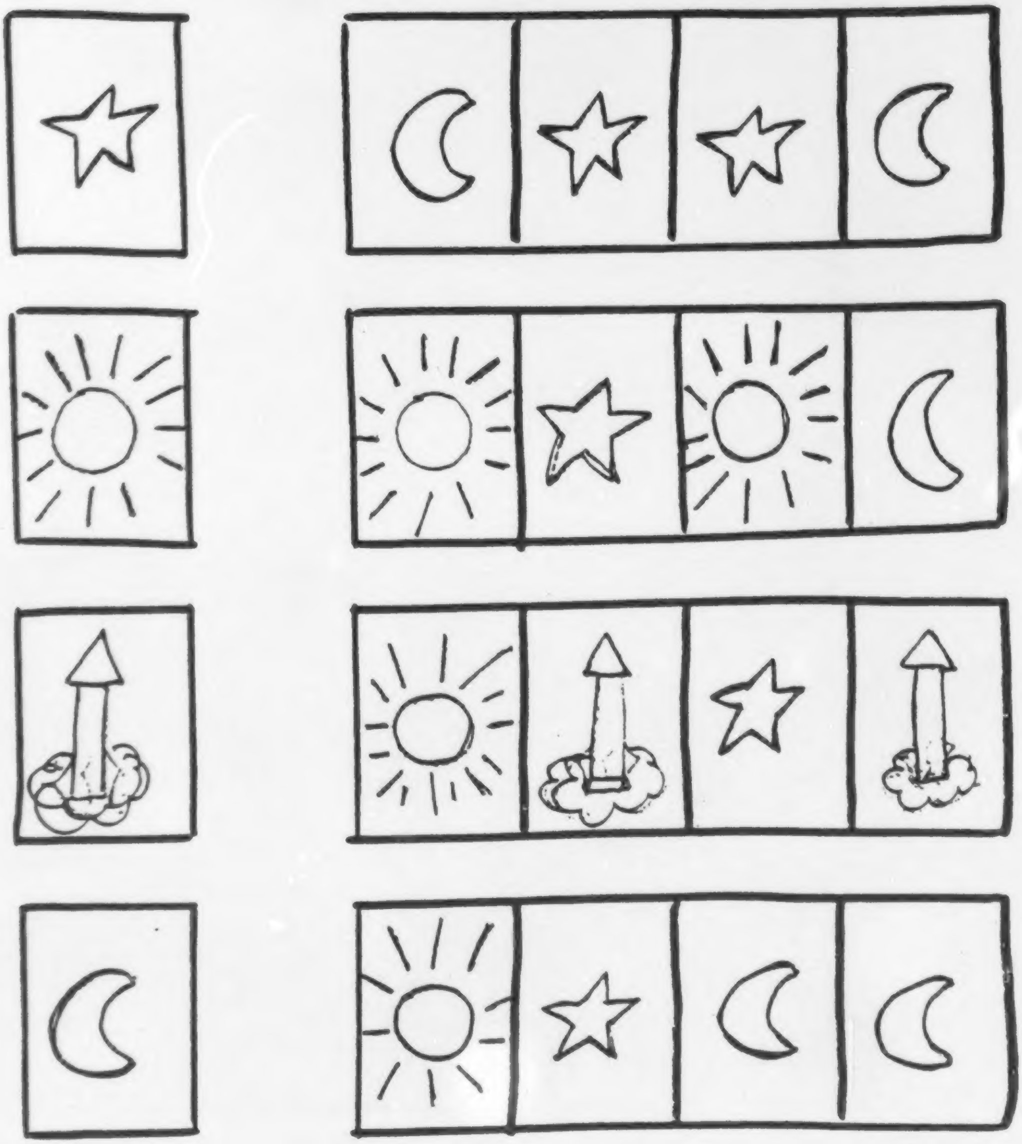
CUT OUT THE SQUARES ABOVE AND PASTE THEM ON THE SQUARES BELOW WITH THE SAME NUMBERS. COLOR THE PICTURE PUZZLE.

1	2	3	4
5	6	7	8

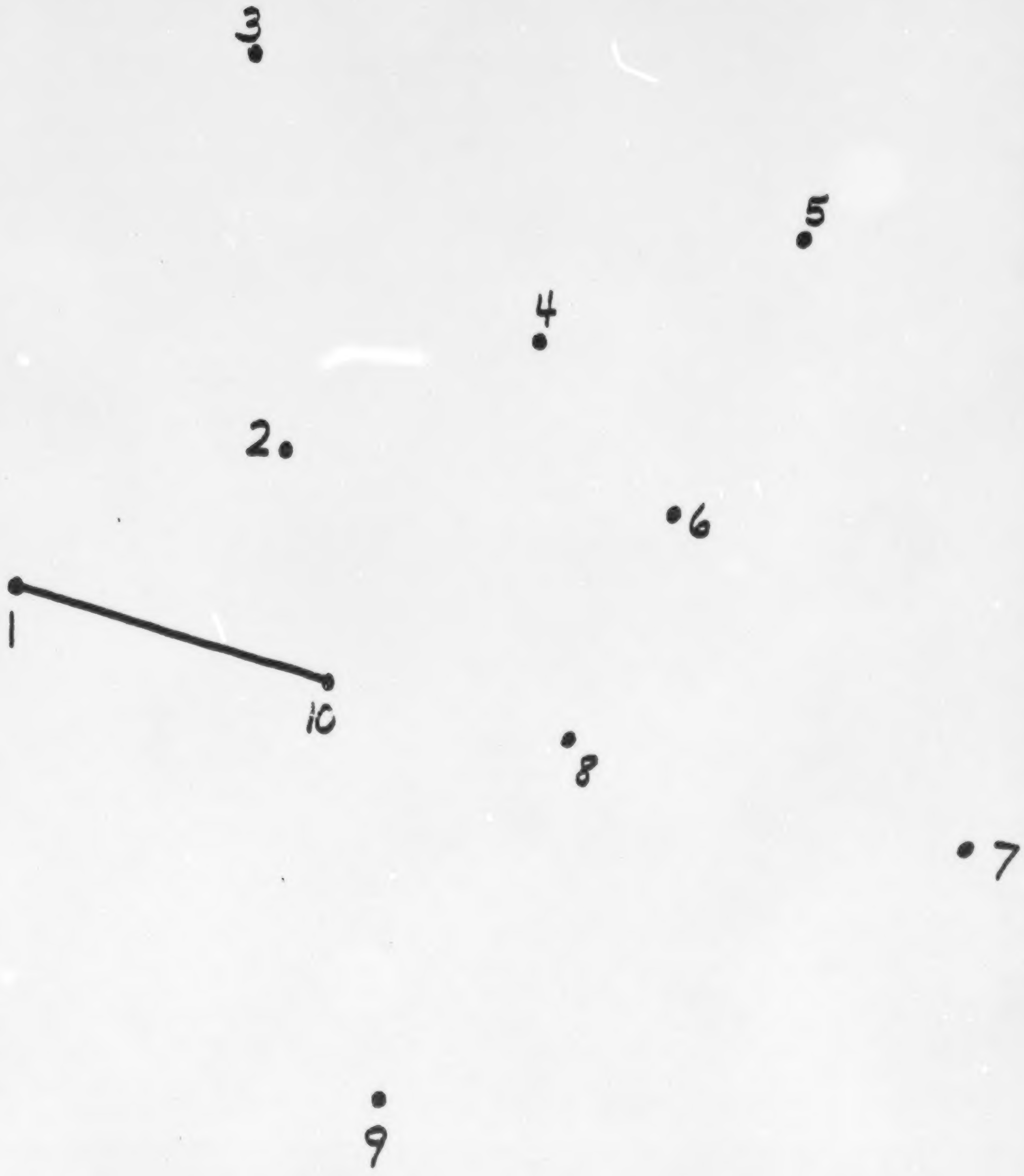
VISUAL DISCRIMINATION

LEFT-RIGHT SEQUENCE

Color the pictures that are alike.

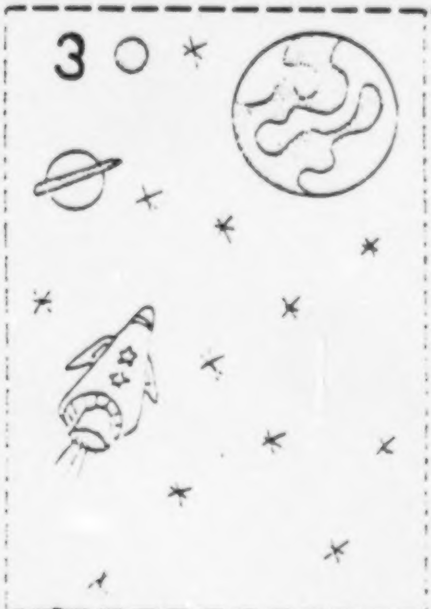


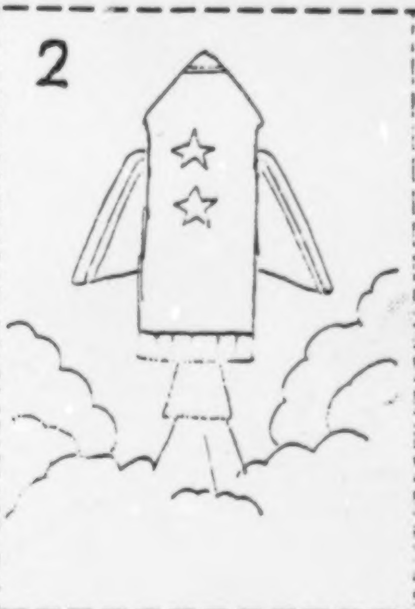
SEQUENCING OF NUMBERS TO FORM SHAPE

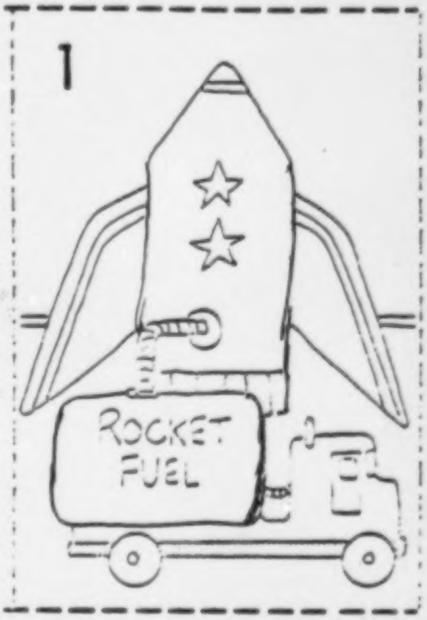

3
5
4
2
6
1
10
8
7
9

UP AND AROUND

Cut out the pictures in each row. Which picture shows what happened first, next, last? Paste them on another piece of paper in the right order. Don't forget to sign your name.







Cut along dotted lines.

Identifying pictures from simple sentences.

Examples: Show me the picture where the rocket is being filled with fuel.
Show me the picture where the rocket is taking off.
Show me the picture where the rocket is moving toward the moon.

Sequencing: The student is to cut out the three pictures and put them in order. Tell the story to the children first. Develop the purpose of sequencing. Why do you have to fill up the rocket before taking off?

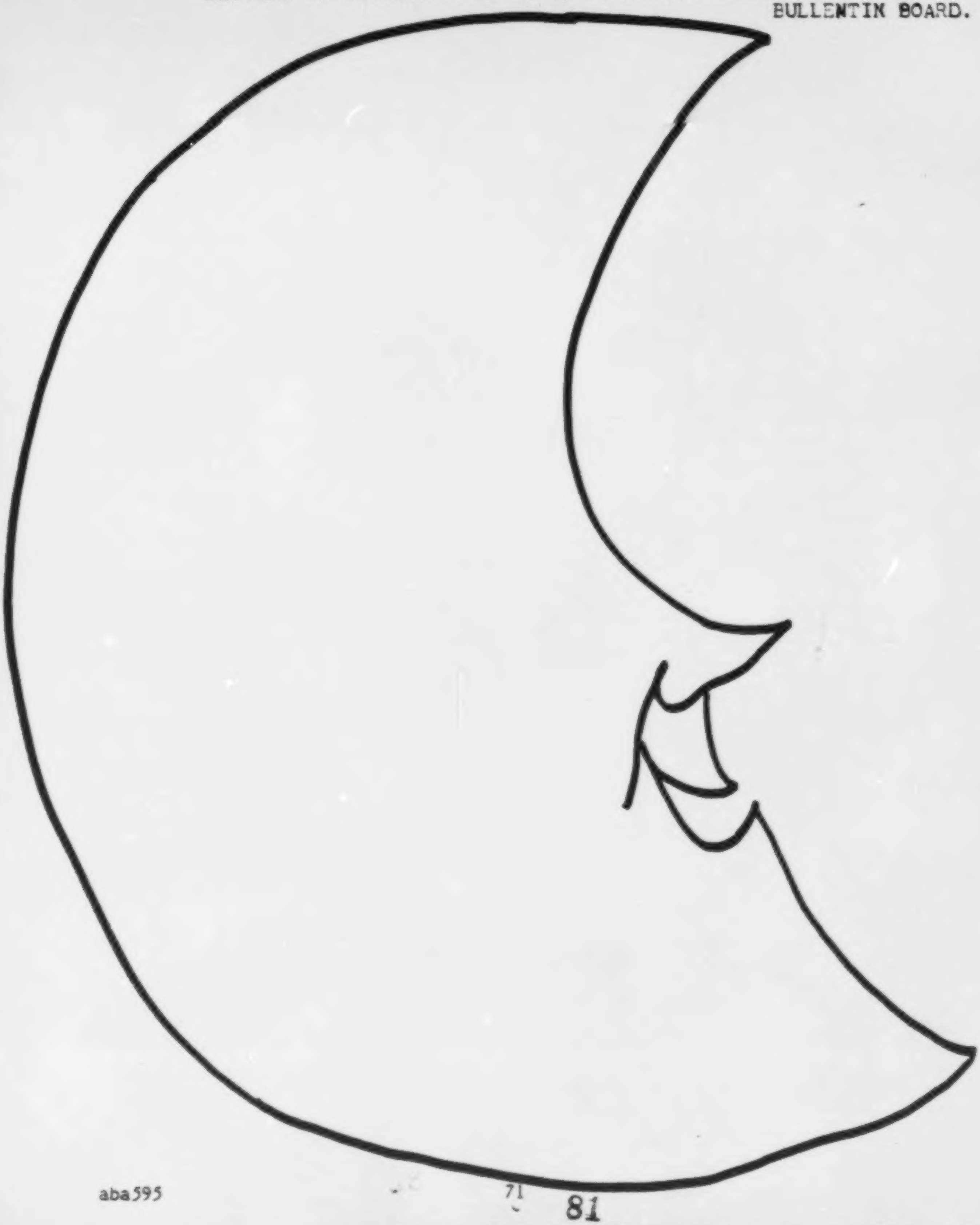
Story Telling: Have each child dictate a story about the pictures. The children may also draw pictures of their own for a book.

Predicting: What do you think is on the moon?

Imaginative Play: Have the children pretend that they are taking off for a journey to the moon. What do they need before and during their trip? Have them play or develop moon games.

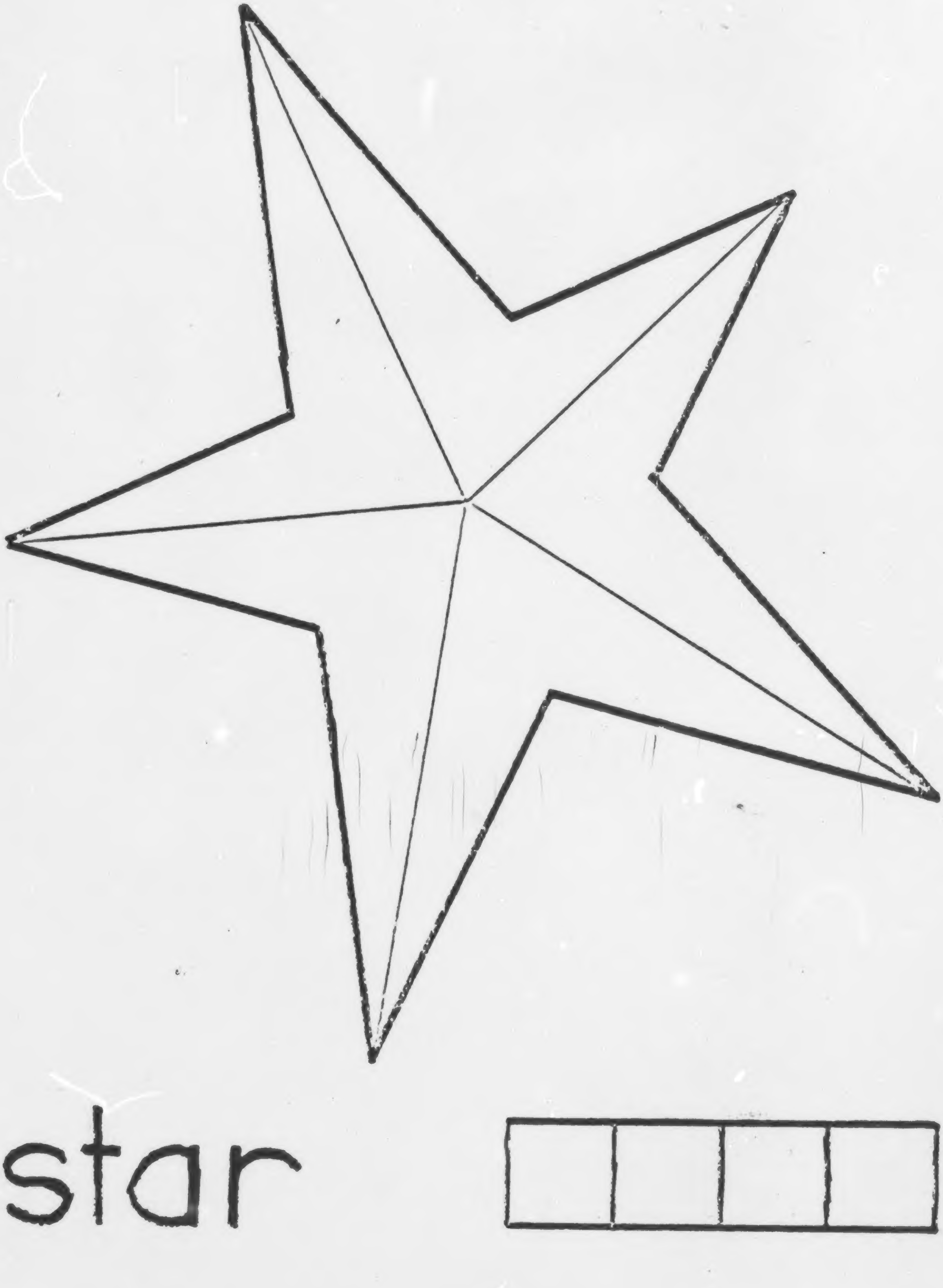
UNIT PATTERNS FOR TEACHER USAGE

EXAMPLE: MOBILES, SHAPE BOOKS FOR BEGINNING SOUNDS, MATCHING CAPITAL LETTERS TO LOWERCASE LETTERS, NUMBER RECOGNITION, OR FOR BULLENTIN BOARD.



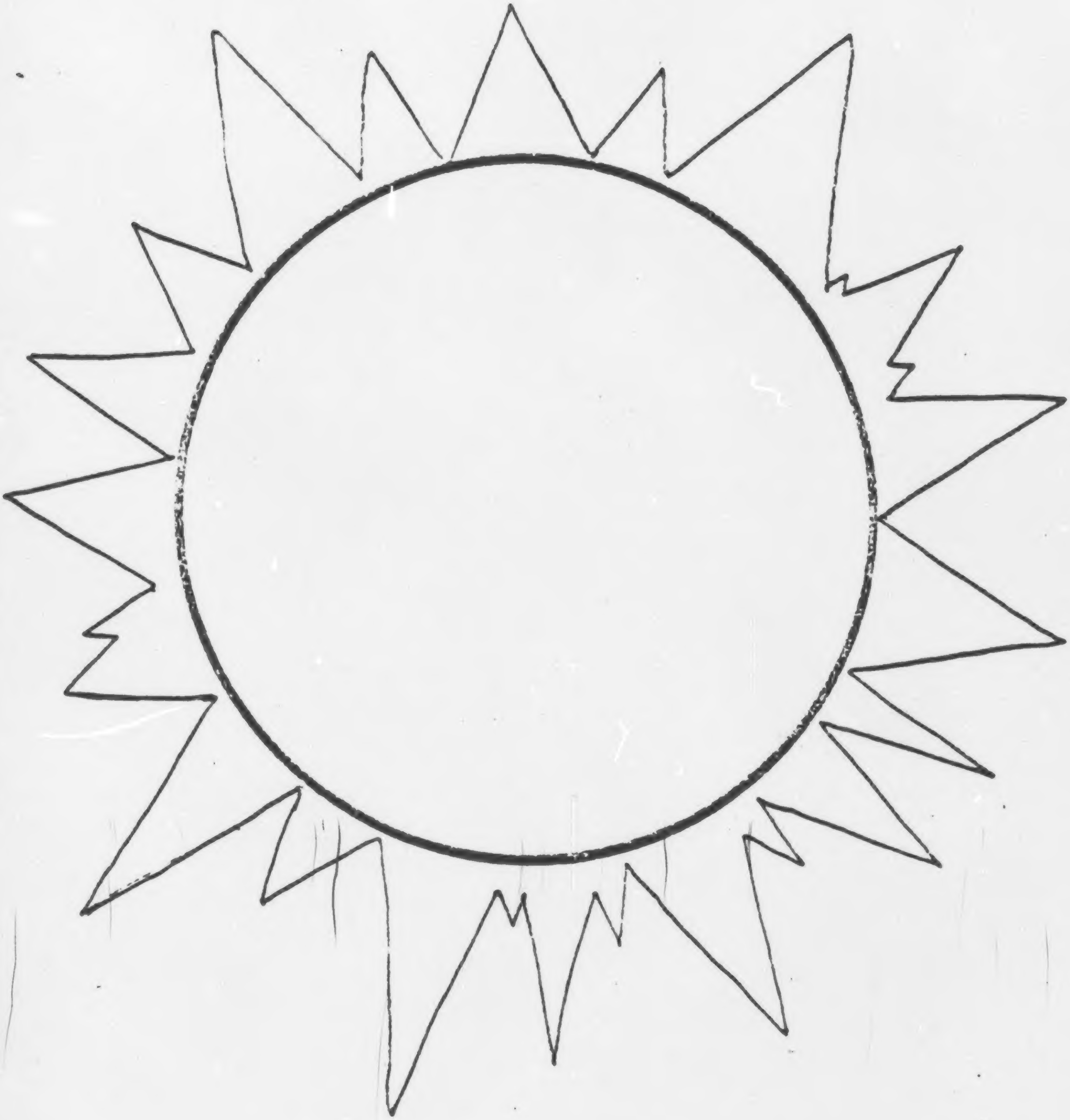
aba595

UNIT PATTERNS FOR TEACHER USAGE

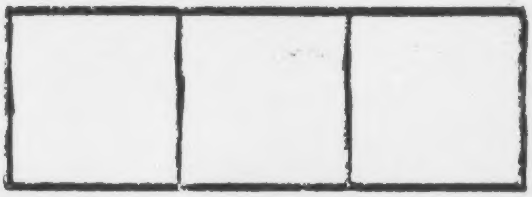


star

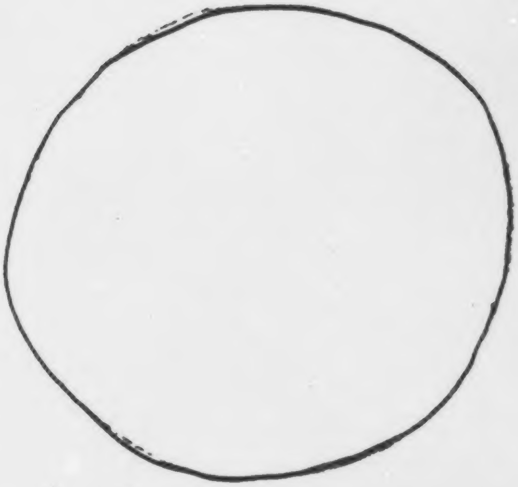
UNIT PATTERNS FOR TEACHER USAGE



sun



TRANSFORMATION



I used to be a moon

but now I am a ________.

aba595

BRAINSTORMING

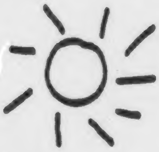
Make a list of space travel words on charts or on the blackboard. The children can use them when writing stories. Other uses of the words can be for developing rhyming, beginning sounds and ending sounds.

sun

fun run
bun gun

moon

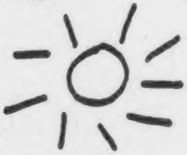
spoon tune
soon soon

Things that begin
like 

sun

soup six
socks soap

Things that
end like



sun

moon fan
man ten

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Hawkes, Nigel. Space Shuttle. Gloucester Press, 1982.

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Lambert, Mark. 50 Facts About Space. Warwick Press, 1983.

Marzollo, Jean and Claudio. Jed's Junior Space Patrol. The Dial Press, 1982.

Swallow, Su. Airplanes, Spaceships, and Balloons. MacDonald and Co., 1974.

Van Allen, Roach. An Introduction to A Language Experience Program-Level I. Encyclopaedia Britannica Press, 1966.

Watts, Lisa. The Children's Book of the Earth. Usborne Publishing, 1976.

Zacks, Irene. Space Alphabet. Prentice Hall, Inc., 1964.

FILMS

Available from: Phoenix Elementary District

America in Orbit (9 minutes)

Balance of Life and the Space Age (14 minutes)

Exploring the Moon (16 minutes)

First Man in Space (15 minutes)

Satellites: Stepping Stones to Space (17 minutes)

Why Explore Space (16 minutes)

FILMSTRIPS

Available from: Resource Migrant Center

Space Flight

Space Reading

Space Station

TAPE

Available from: Resource Migrant Center

Moon: Phases and Facts - Secrets of the Universe

LEARNING ABOUT CAREERS

MIGRANT INSTITUTE 1983

Ann Angulo - Roosevelt School District #66
Connie Faucette - Coolidge Public Schools
Linda Holmes - Gila Bend Unified #24
Maxine Morris - Parker District #27
Lucy Urias - Phoenix Elementary School District #1

LEVEL

Kindergarten through Grade Three

Estimado Invitado:

Nos alegramos que Vd. haya decidido visitar a nuestra clase para contarnos en cuanto de su empleo.

Estas son algunas de las cosas que vamos a querer enterarnos:

¿Cómo escogió su empleo?
¿Cúando escogió su empleo?
¿Le gusta su empleo? ¿Porque?
¿Cúales otros empleos ha tenido?
¿Tuvo que ir a una escuela especial para entrenamiento?
¿Estaba la escuela cercana a su casa?
¿Le costó mucho su escuela?
¿Tuvo que ir por mucho tiempo a la escuela?
¿Piensa Vd. que la máquina jamás hará su empleo?
¿Díganos el porque su empleo es importante. (¿Qué serían las cosas que no tendrían si Vd. ¿No hiciera su empleo?)
Díganos cualquier otra cosa en cuanto de su empleo.

Les audaría a los estudiantes si Vd. llevara herramientos, fotos, o cualquier otra cosa para enseñar a la clase.

Muchísimas gracias.

Le esperamos el día ______________________________ a las ______________________.

Si Vd. no puede venir a esa hora o fecha, o si tiene alguna pregunta, llámeme a ________________________________.

Sinceramente,

Dear Guest:

Thank you for agreeing to visit our classroom to tell us about your job.

These are some of the things we especially will want to know about your job:

Do you like your job? Why or why not?
When did you choose your job?
Did you have to go to a special school to learn how to do your job? Was it near where you live? Was the school expensive? Did it take a long time?
Do you think your job will ever be done by a machine?
Tell why your job is important. (What things would we have do to without if you didn't do your job?)
Have you had other jobs?
Tell anything else you think we should know about your job.
It would help the students to understand your job if you have tools, photographs, or any other materials that you could bring to show the class.

Thank you again!

We will expect you on ___________________________ at ___________________.
If you cannot come then, or have any questions, please call me at ________________.

Sincerely,

INTRODUCTION TO UNIT

Our committee chose to address the problems of parental involvement in the classroom, career selection, and language experience in our unit.

We were concerned that many children do not understand that all the various jobs people do are important jobs. In addition, many youngsters seem to believe that professional people "become" what they are by some sort of magical transformation that takes place, overnight, when the person becomes an adult. Even more discouraging, experience may have led the child to believe that certain jobs can only be done by people of a particular race, sex, or ethnic background.

Finally, it was our goal to bridge the void between experience and comprehension of the world of work by beginning the study of jobs on the familiar level; with parents, teachers, and other job holders in the immediate community. The teacher should adapt the materials presented to his/her particular class.

GOALS AND OBJECTIVES OF THE UNIT

1. To help the students understand that the jobs people have contribute to everyone's way of life. ("All jobs are important.")
2. To involve the parents and other community members in what is happening in the classroom in order to improve and increase parent-teacher-child communication, relations, and understanding.
3. Inform the children about the career selection process and help them understand the progressive steps to "becoming" what they want to become.

VOCABULARY

JOB
WORK
OCCUPATION
CAREER

ACTOR
BALLPLAYER
CARPENTER
DOCTOR
ENGINEER
FIRE FIGHTER
GUIDE
HAIRDRESSER
IRON WORKER
JUDGE
KARATE INSTRUCTOR
LAWYER
MERCHANT SEAMAN
NAVY PETTY OFFICER
OPERA SINGER
POLICE OFFICER
QUIZMASTER
RINGMASTER
SCIENTIST
TEACHER
UMPIRE
VIOLINIST
X-RAY TECHNICIAN
YODELER
ZOO KEEPER

CAREER AWARENESS IDEAS

To illustrate the concept that students are workers, even though they are young and don't always get paid in money, have them dramatize situations such as:

> If the telephone rang at home and your mother was busy, what would you do to help her?
>
> If your father was on a ladder and needed his hammer, what could you do to help him?
>
> If your grandmother was sitting down in the evening and wanted the paper, what could you do to help her?
>
> When you go to the grocery with your mother, what can you do to help?

Develop matching cards using magazine pictures and vocabulary words for students to match tools and words, tools and work situations, tools and workers, workers and names, tools and names, clothes and workers, or clothes and locations. This is an excellent project for cross-age teaching situations.

Let each child make a puppet to dramatize a person at work. Have him/her express how that person feels about the job and his/her way of life. Record on a tape recorder and play back so that students may hear themselves.

During a study of the community or interdependency of people, ask students to complete one or more open-ended statements about their attitude toward school. Such phrases as:

> School makes me feel . . . .
> The things I like best about school are . . . .
> The things I like least about school are . . . .
> At school I worry about . . . .
> At school I try not to get mad when . . . .
> My happiest time at school is when . . . .
> The things I like best about my class are . . . .
> At school I wish I could change . . . .
> The best thing about my teacher is . . . .
> I wish my teacher . . . .

To develop an awareness in the child of community occupations that help in the home, have students draw pictures illustrating the kind of work they would like to do when they grow up - at the first of the year and again at the end of the year. Save the work. Do this as an open-ended sentence: When I get big ______________________________.

To increase vocabulary and career awareness of the occupations around the students, develop a series of flashcards of people at work (using magazine pictures). The job title should be printed on the back of the mounted illustration. Have the students add to the collection by bringing in pictures they find during the year. Mount these and print the title on the back. Present these to the class as the new ones are added.

Collect pictures from magazines of some workers and the equipment, clothing and products we associate with them. Mount the pictures on separate cards for students to use in matching workers with tools. Color code the back of the cards for student self-correction. During the course of the activity, students may realize that some tools are used by more than one worker (this is acceptable and encouraged as part of the learning activity).

WHAT'S MY LINE?

OBJECTIVE:	The students will be able to list three prominent people in their community, and list their occupations.
ACTIVITY:	List the names on the board. Write down the "line" (occupation) of each person. Discuss the importance of each person's occupation. What are some of the skills each person does in their occupation? Are there any students who would like to do a similar job? (DISCUSSION)
FOLLOW-UP:	The teacher and class can invite several people to come and talk to the class about their occupation.

93

WHY WORK?????

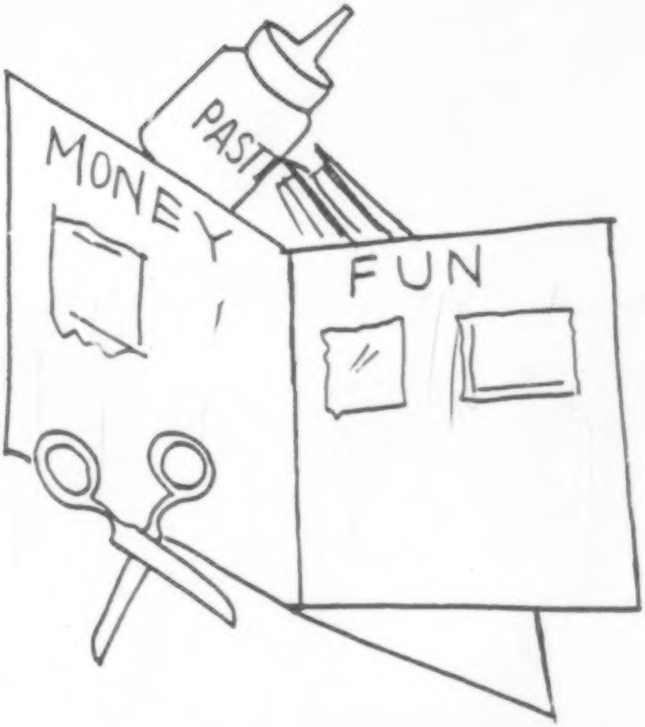
OBJECTIVE: The students will be able to give three reasons why people work.

ACTIVITY: Construct a three-page booklet to give to each child. Put a heading at the top of each page: MONEY * FUN * NEEDS.

Children will cut out magazine pictures and paste under each appropriate heading. The pictures should show people doing any of the activities, or shuld show items bought through work.

SUGGESTED MAGAZINES:

Ladies Home Journal
Woman's Day
Life
Time



HATS AND STORIES TO LEARN

OBJECTIVE: Students will refer to examples in library book stories when involved in discussion on careers.

ACTIVITY: Provide a classroom library for a one-month individualized reading unit on careers. During this time, provide as many modeling tools as possible to encourage nonstructured play in this area.

A box of hats, example: a fireman's hat, a nurse's cap, etc., can be kept in a corner. Children may wear a hat of their choice when selecting the book of their career choice.

Following are the titles of books which can be used as a starter list for your librarian in gathering a suitable collection:

Author - Carla Greene
Illustrator - Leonard Kessler
Publisher - Harper Row

1. Policemen and Firemen, 1962
2. Animal Doctors, 1967
3. Soldiers and Sailors, 1963
4. Doctors and Nurses, 1963
5. I Want To Be ________________

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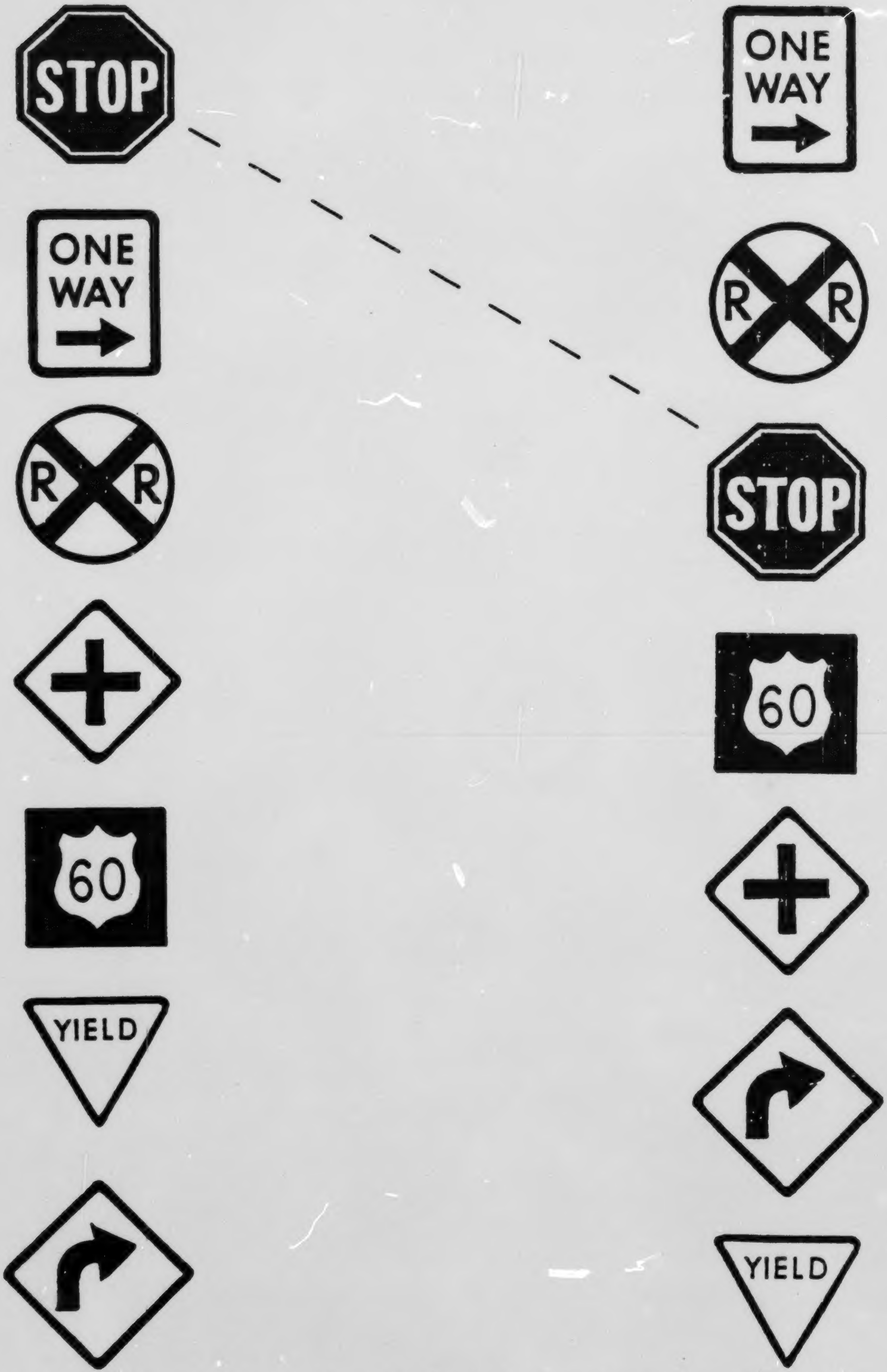
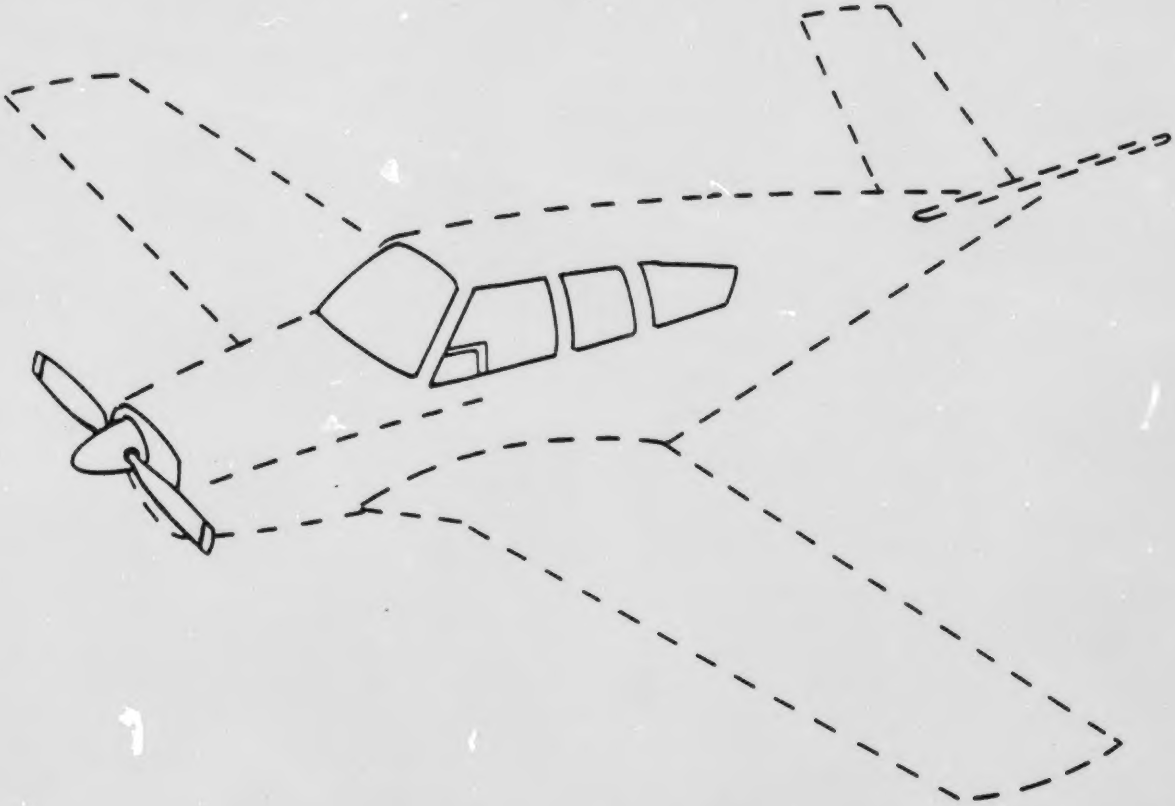
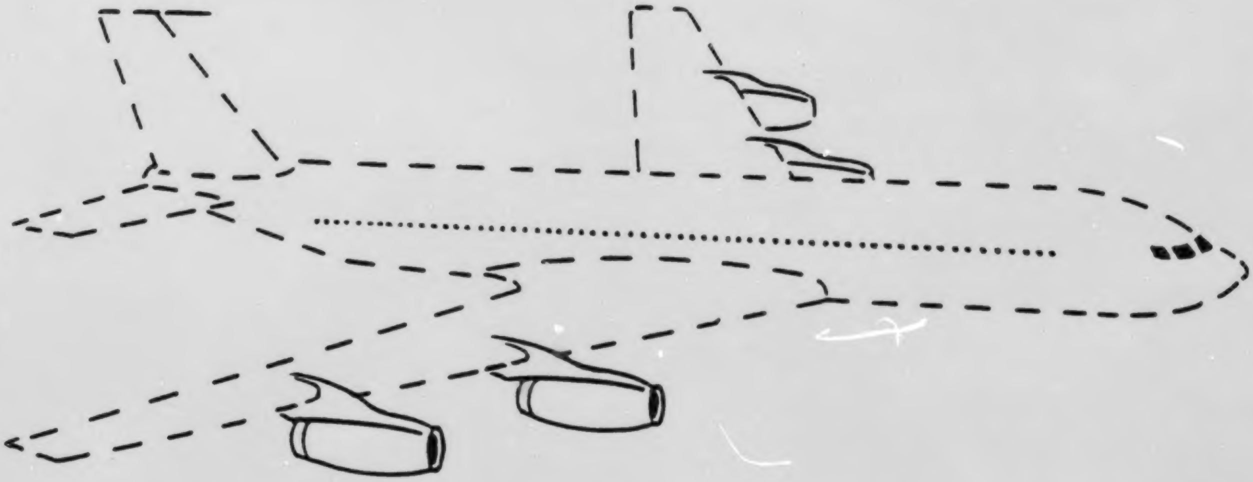

STOP
ONE WAY
R R
60
YIELD
ONE WAY
R R
STOP
60
YIELD

visual discrimination - Match the signs that belong together.

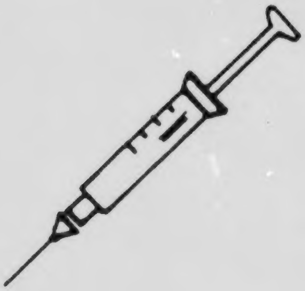
aba595

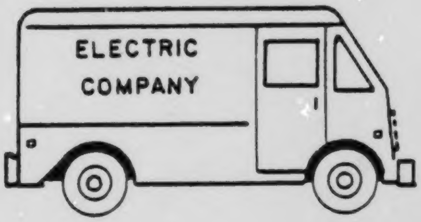
87 - 97

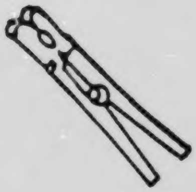


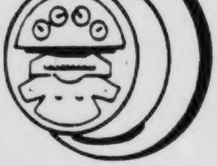


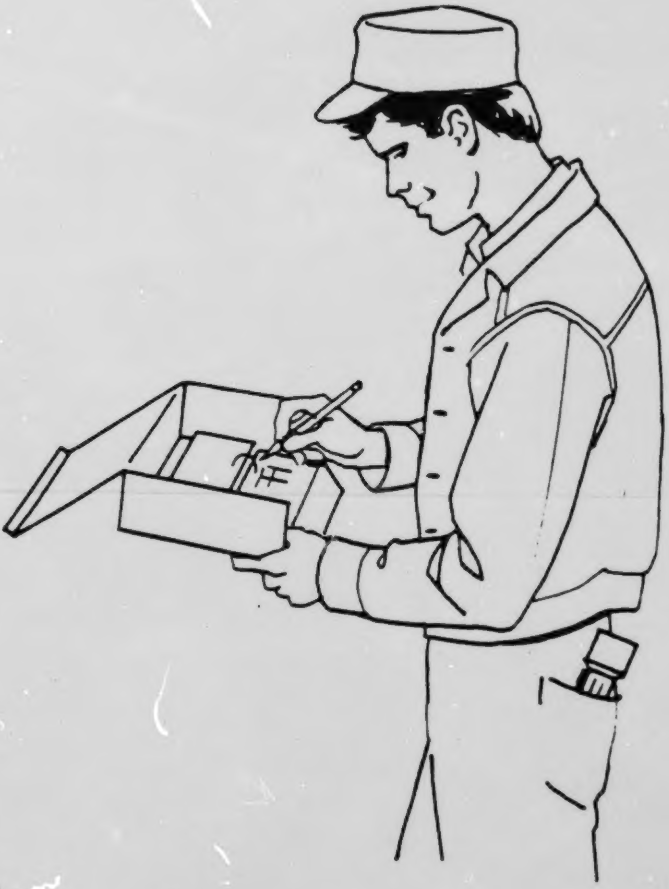
visual discrimination. follow the lines and complete the picture.

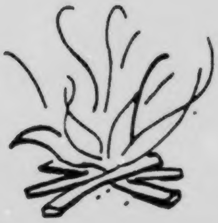


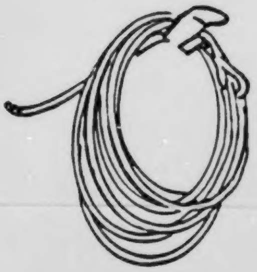

ELECTRIC
COMPANY

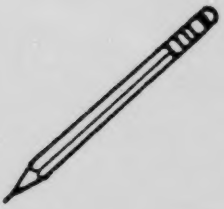


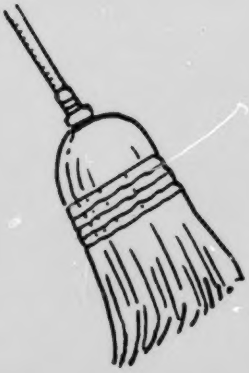


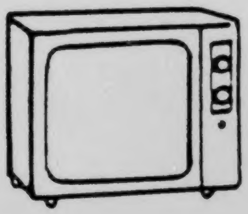


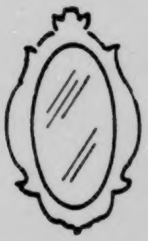


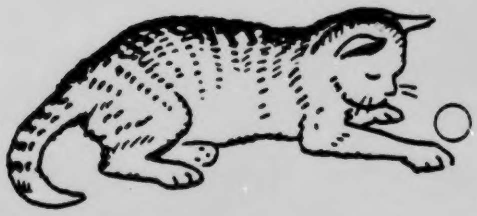


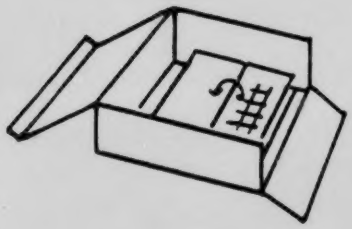




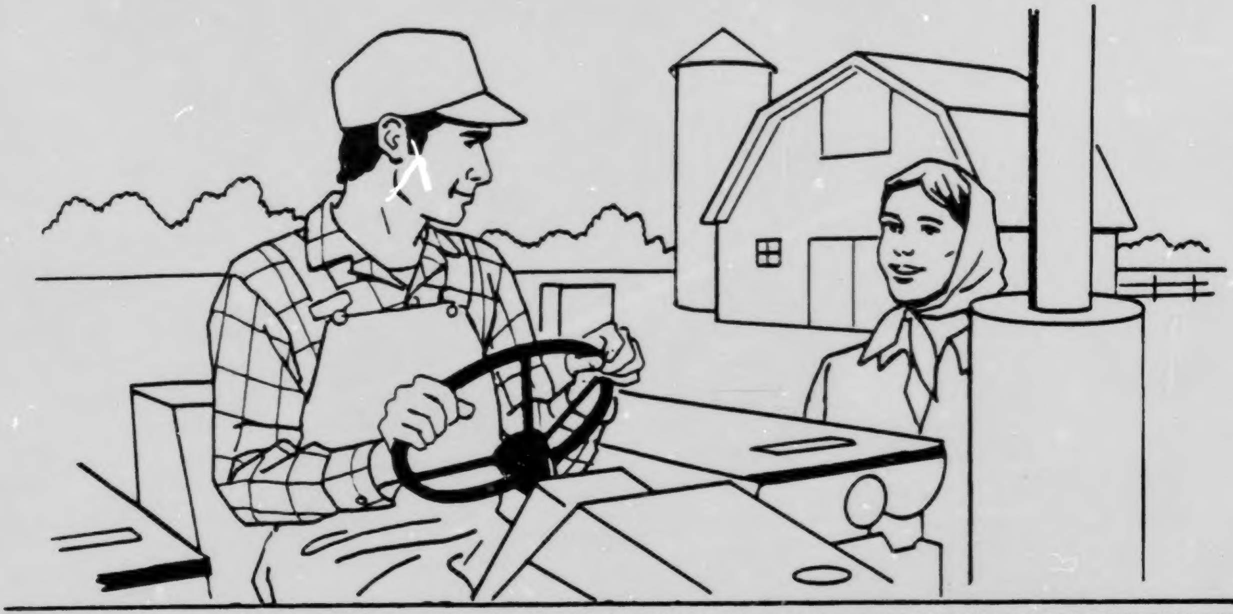








Identify the tools that belongs to the meterman.

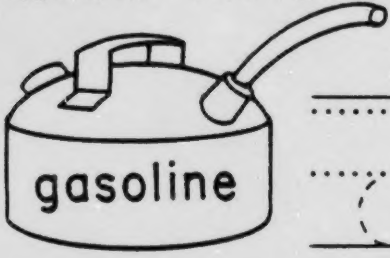


farmer

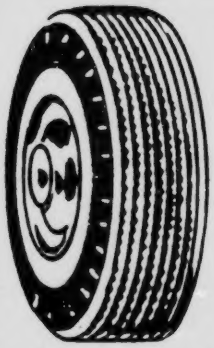
Trace the letters that represent the word Farmer, then make 6 more.

aba599 90

Trace over the letters that represent the picture word.

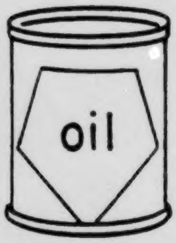


gasoline

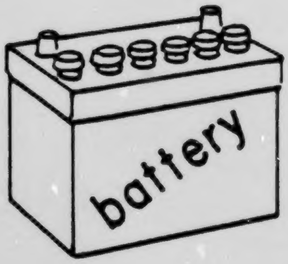


tire

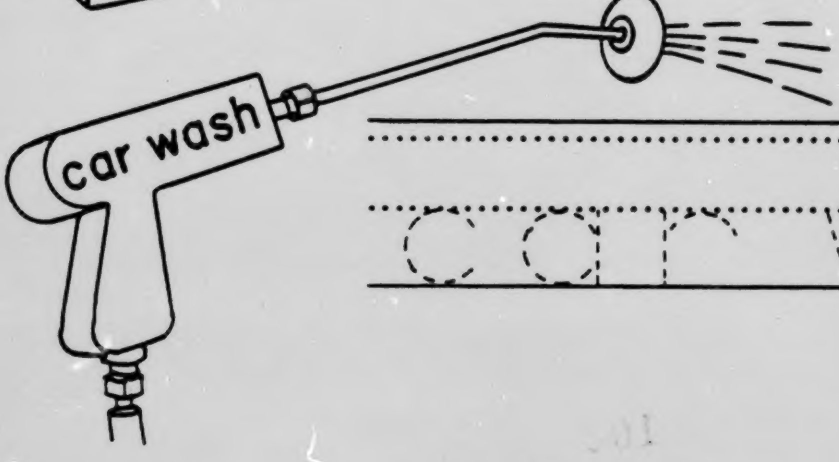
tire



oil



battery



car wash

SHARE THE LOAD

OBJECTIVE: The students will be able to state the importance of sharing work in family activities.

ACTIVITY: Read the following poem or a similar one:

Mother and father and Nancy and Sue
Each have home jobs which they can do.
Sue loads the dishwasher and makes her bed,
Nancy empties wastebaskets and gets the dog fed.
Father washes the car when he awakes,
Mother helps out when there's grass to rake.
When all family members share the work to be done,
They find they all have more time for fun.

FOLLOW-UP: (DISCUSSION) Why is everyone's job important? How can everyone help others?

GET YOUR POPCORN HERE!!!

OBJECTIVE: Students will be able to explain at least three duties that are involved in being a store manager.

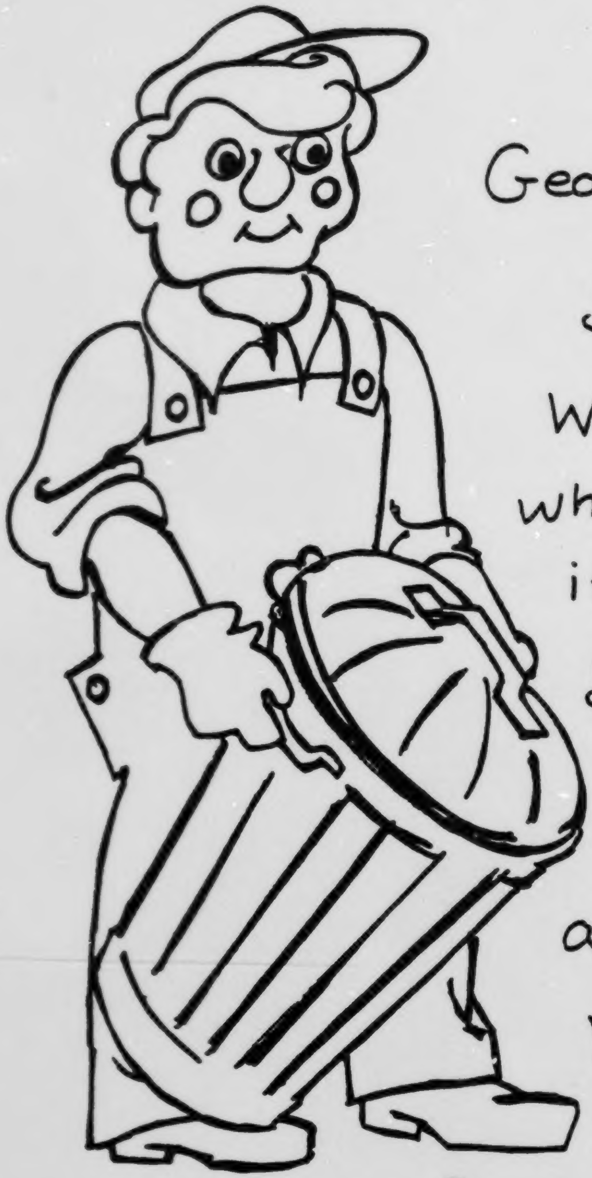
ACTIVITY: Make popcorn and bag it. Sell it at school for _____¢ a bag. Sell during the lunch break or for a special event. Set up the following committees:

a. buy supplies and record costs.
b. advertise - posters, etc.
c. make popcorn
d. vender
e. business manager(s)

Before or after - decide how the money will be spent.

NOTE: A group of fourth graders at Cholla School in Casa Grande formed a "Popcorn Corporation" that sold popcorn to buy rose bushes for the school, etc. The activity grew into a school tradition that resulted in the student council buying a professional popcorn machine and continuing to use "Popcorn Fridays" as a fund-raiser/learning experience.

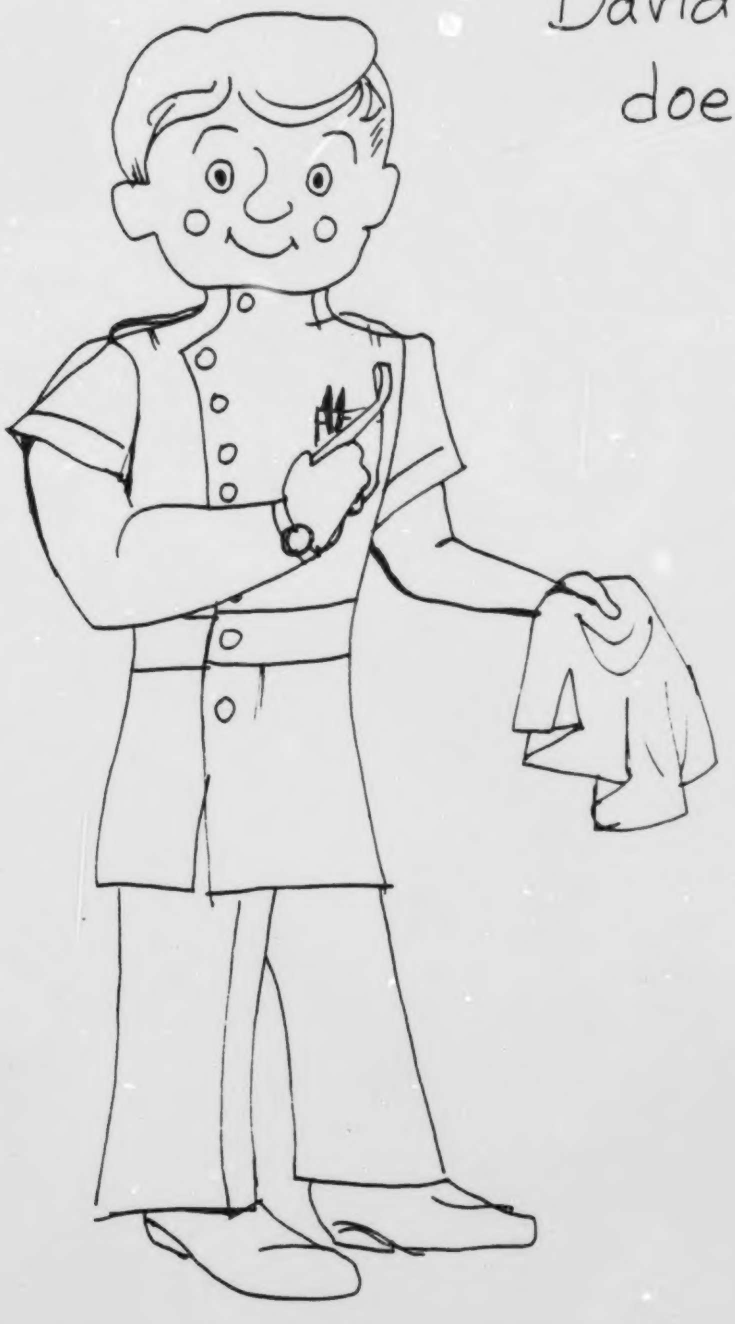
Name ______________________



George Garbage Collector goes everywhere.

Write a story telling what might happen if there were no garbage collectors in our town. Be certain to draw apicture to go with your story. Your story may be serious or funny. Don't forget to use capital letters at the beginning of sentences and for proper names.

David Dentist
does teeth!

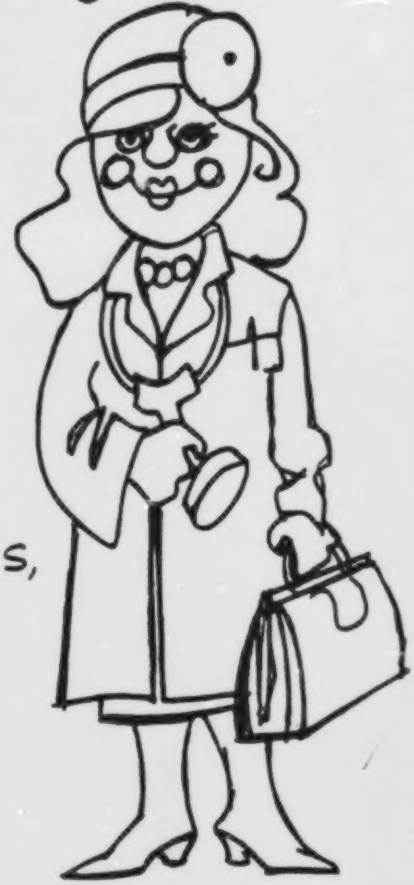


Name ______________

Doris Doctor does her duty.

What does Doris do?

Write a paragraph about her job. Be careful to use periods, question marks, and exclamation points correctly.



Name ____________

Lana Lawyer uses language!

Help Lana learn language —

Use the following words in sentences:

he
she
they
I
me
we
our
their
your

Name ____________

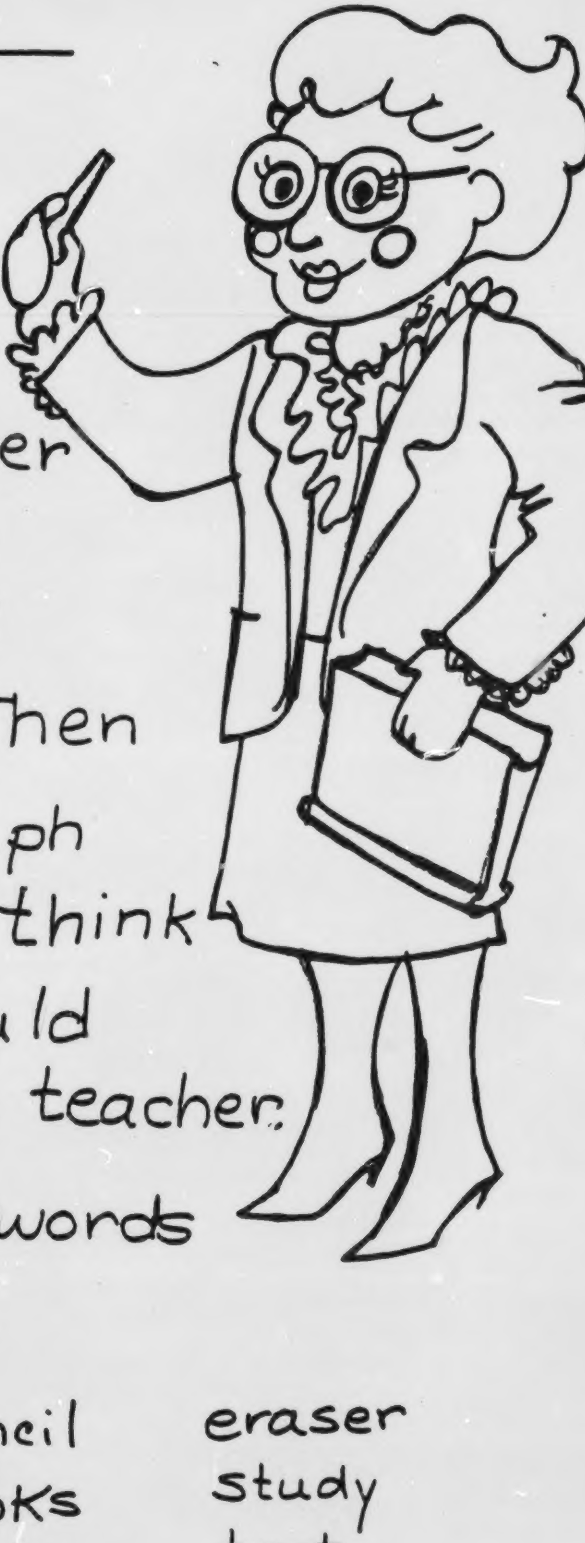
Paul Police Officer

helps keep things peaceful.

Paul needs help to do his job. After talking to the class about keeping an eye on things at school and in your neighborhood, write a paragraph telling what you can do to help Police Officer Paul keep your town peaceful and safe.

Note- Many law-enforcement agencies have resource officers who are available to visit schools to explain their work, talk about drug abuse, etc.

Name ____________



Tanya Teacher tells students to study!

Ask your teacher all the questions you can think of about (her) job. Then write a paragraph telling why you think you would, or would not, like to be a teacher.

Here are some words you may need:

college
students
read

pencil
books
write

eraser
study
test
university

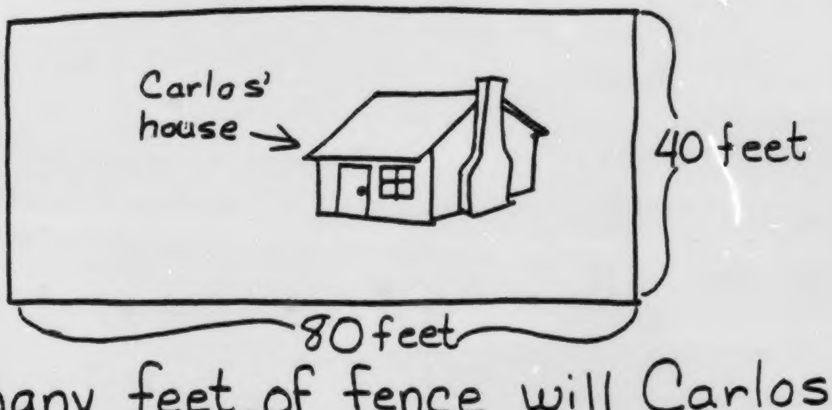
Math

Name ______________

Carlos Carpenter builds things.

Help Carlos decide how much lumber to buy to build a fence.

Carlos is building a board fence around his yard. The yard looks like this:


Carlos' house
40 feet
80 feet

How many feet of fence will Carlos need to build around his yard?

Name ____________

Evan Engineer
has to know how
big things are.
Help Evan by
finding the
following
measurements:

How long is your classroom:
in feet ____________
in inches ____________
in yards ____________
in centimeters ________
in meters ____________

How tall is the door in your classroom:
in inches ________________.
in centimeters ________________.

Math

Name ____________

Harry Hair Dresser helps hair to be healthy.

Help Harry handle his customers!

Haircut	$ 5.00
Shampoo	2.00
Styling	10.00
Manicure	3.00

1. On Tuesday, Harry did 5 haircuts and 2 stylings. How much money did he collect? ____________

2. On Wednesday he did 3 haircuts and 5 hairstylings, and his assistant did 3 shampoos and one manicure. How much money did Harry's business collect? ____________

3. Harry also bought $40 worth of shampoo and hairspray from his supplier on Wednesday. Subtract the $40 from the money collected on Wednesday to determine how much PROFIT he made. ____________.

Name ____________

Scientists use lots of math!

Help Sally Scientist solve these problems!

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ +2 \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -3 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -5 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ -6 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +6 \\ \hline \end{array}$$

Can you fill these in?

$$\begin{array}{r} 7 \\ + \quad \\ \hline 12 \end{array} \qquad \begin{array}{r} 10 \\ - \quad \\ \hline 3 \end{array} \qquad \begin{array}{r} 14 \\ - \quad \\ \hline 7 \end{array}$$

Name ______________

Ted Trucker
wears out tires!

Help Ted find out
how many miles
he will travel!

(Use a map
that your teacher
provides.)

How far will Ted travel
from your town
to Flagstaff?

____

How far is your town from Los Angeles,
California? ______________

Ted has to haul oranges to Denver.
How far is it from your town to Denver?

____

How many people with careers can you find in the puzzle below?

carpenter
trucker
scientist
cook
painter
doctor
nurse
fieldhand
secretary
teacher
lawyer
clerk
hair dresser
dance

f	t	r	u	c	k	e	r	l	c
a	i	b	r	t	x	y	t	a	a
t	t	e	a	c	h	e	r	w	e
s	r	r	l	t	v	p	u	y	i
p	q	u	a	d	e	t	i	e	d
c	b	t	c	n	h	s	s	r	o
c	l	d	t	k	e	a	v	x	c
t	m	e	l	h	e	t	n	y	t
s	r	n	r	q	f	r	r	d	o
i	c	o	o	k	e	a	g	g	r
t	p	u	t	c	t	d	s	o	i
n	t	a	n	e	i	e	t	t	a
e	v	q	r	x	g	c	p	x	y
i	d	c	d	a	e	s	r	u	n
c	e	h	b	l	i	j	k	n	m
s	t	r	l	l	m	h	e	i	r
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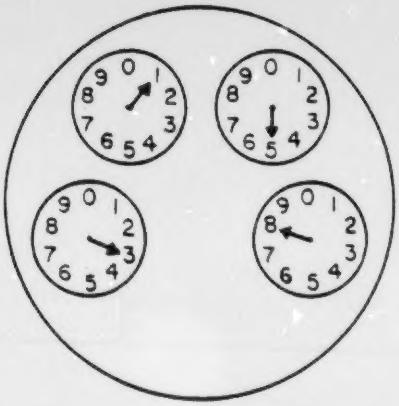
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9 0 1 8 2 7 3 6 5 4
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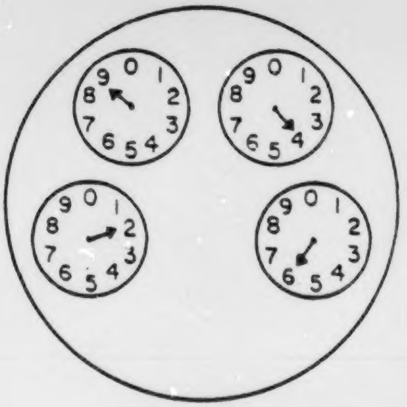
3158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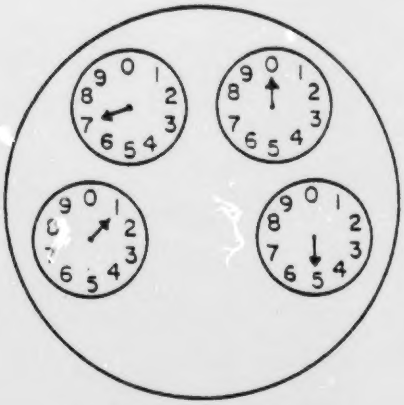
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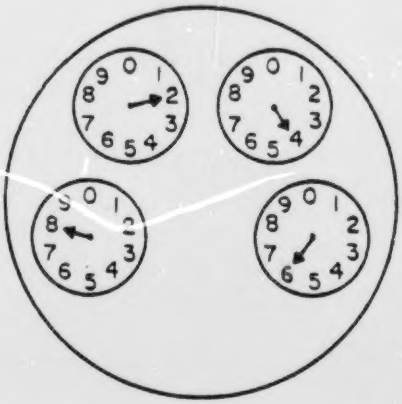
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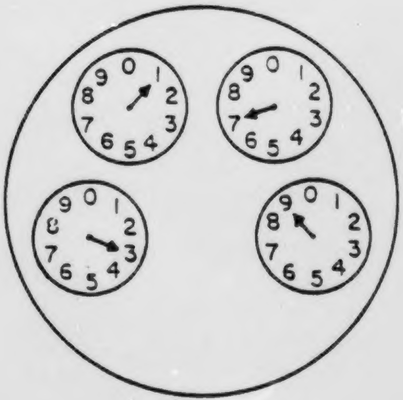
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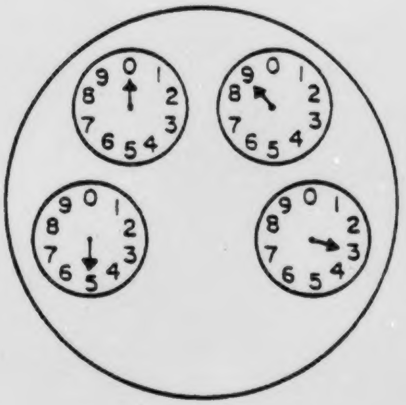
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5093

Read the meters, then trace over numbers.

Name ____________

Barbara Babysitter tends babies while parents work at other jobs.

Help Barbara by making a list of emergency phone numbers.

Police ____________

Fire Department

____

Poison Control

____

Name ______________

Fernando Fieldhand grows food!

Make a list of all the things we'd have to do without if Fernando didn't do his job! (You may use as many sheets of paper as you need.)

Name ______________

Stella Steelworker fastens buildings together.

Use an almanac to find out what tall buildings Stella may have worked on:

What is the tallest building in New York City?

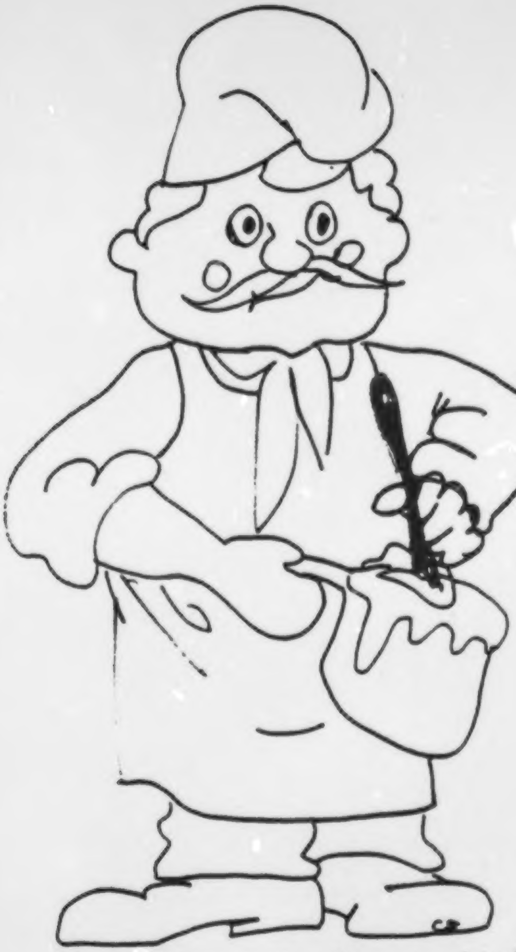
____

What is the tallest building in the world? ______________

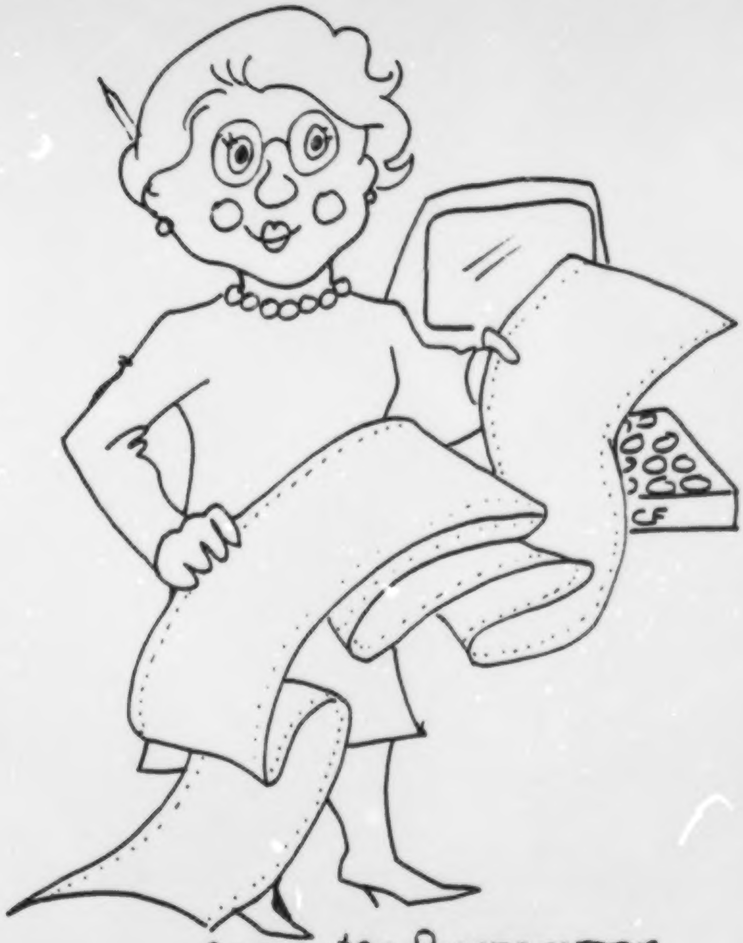
What is the tallest building in Arizona?

____

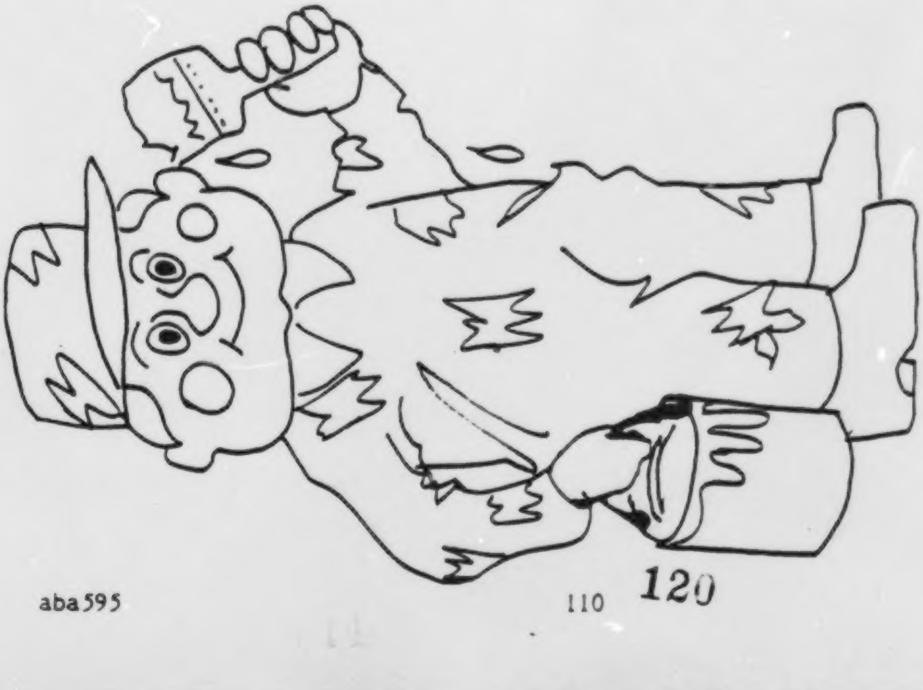
Patterns for Further Activities



CHARLIE COOK- Math
(Recipes_ try some!)



Computer Programmer
(Writing things Perfectly)



Pablo Painter
(Try activities using
COLORS!)

BIBLIOGRAPHY

BOOKS

Banks, Marjorie A., How We Get Our Dairy Foods. Chicago: Benific Press, 1963.

Bright Ideas for Career Ed. Arizona Activity Guide. Arizona Department of Education, Phoenix, AZ 85007.

Bucheimer, Naomi, Let's Go To the Post Office. NY: G. P. Putman's Sons, 1964.

Community Helpers. Elgin, IL: Cook Publishing Corp., 1964.

My Book of Workers. Chronicle Guidance, Publishers, Inc.

Ray, Bert, We Live in the City. Chicago: Children's Press, 1963.

FILMSTRIPS

Order the following materials from:
Somerton School Media Center
P. O. Bin E
Somerton, AZ 85350

Choosing a Job. J-s
Ernie Rodriguez Hates School. J-S
Jobs and Interviews - Getting Started. J-S
Jobs for Women: Where are you going Virginia? J-S
Making It in the World of Work. J-S
We Visit the Post Office/Visitamos La Casa de Correos. P-J
At the Fire Station/En El Parque de Bombas. P-J

Phrase Training Filmstrips, Educational Activities, Inc.
Box 392
Freeport, NY 11520

GAMES

Milton Bradley - Easy Money
Tom Thumb - Cash Register
Ed-V - Cards Telling Time

Career Games Laboratory, Marston's Inc.
2727 East Washington Street
P. O. Box 20827
Phoenix, AZ 85036

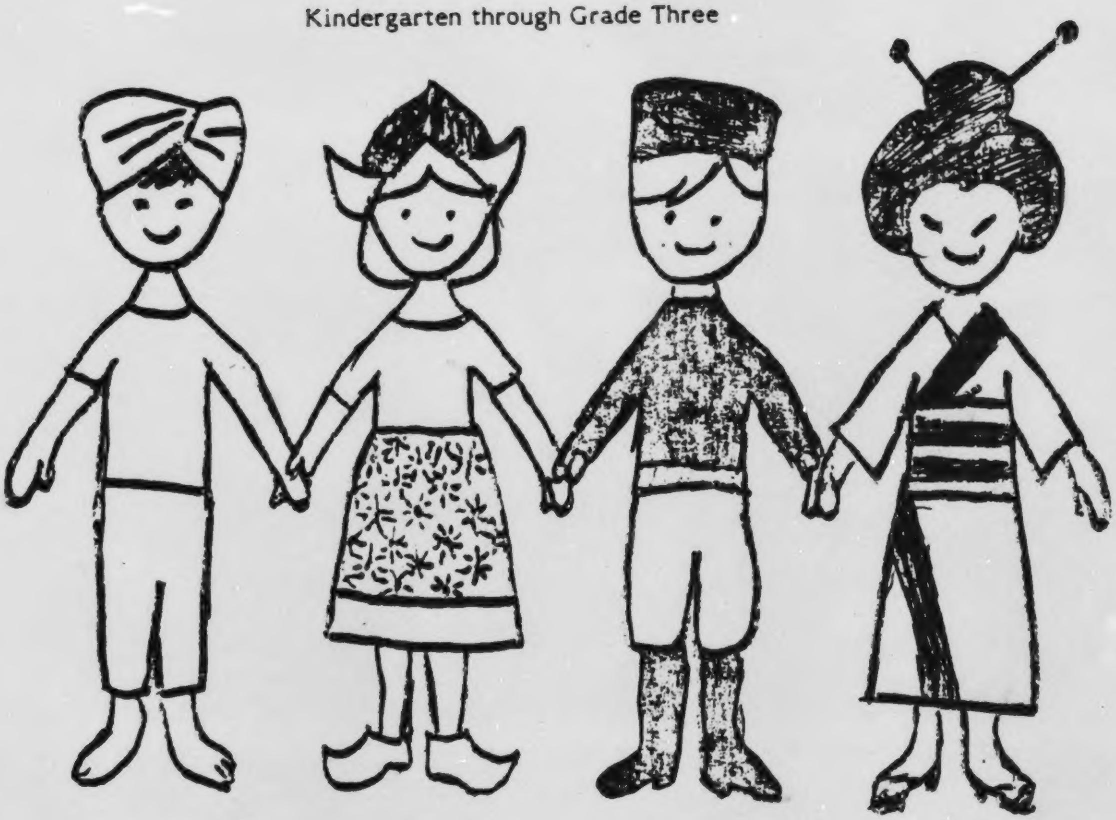
GAMES AROUND THE WORLD

MIGRANT INSTITUTE 1983

Melanie P. Martinez - Tolleson School District
Denise Sprunger - Avondale School District
Jane Byrne - Pendergast School District

LEVEL

Kindergarten through Grade Three



aba595

GAMES AROUND THE WORLD

GOALS

1. To introduce students to people of other lands.
2. To familiarize children with various games around the world.
3. To improve comparing and contrasting skills (orally).
4. To teach active games that stimulate oral language growth.

OBJECTIVES

1. Students will compare and contrast games from other countries with games played in the United States.
2. Students will tell ways in which people around the world are alike and different.
3. Students will be able to name and describe at least three games from other countries.

MOTIVATION

1. "Small World" song.
2. Bulletin board.
3. Discussion of similarities and differences between people (language, home, foods, dress, games, etc.).
4. Book Children Everywhere by David L. Harrison.

INTRODUCTION

We're going to go on a trip around the world.

We will visit five continents; Asia, Europe, Africa, South America, and North America.

On each continent we will visit two countries. In Asia we will visit India and the Philippines. In Europe we will visit Sweden and France. While in Africa, we will go to Kenya and the Congo. We will then travel to South America where we will see Brazil and Peru. And finally, we will go to Mexico and the United States in North America.

While in each country we will learn something about the people; read a story, sing a song, cook some food they eat, or see a film. And we will play a game from each country. Then we will compare the game to a game we play in the United States.

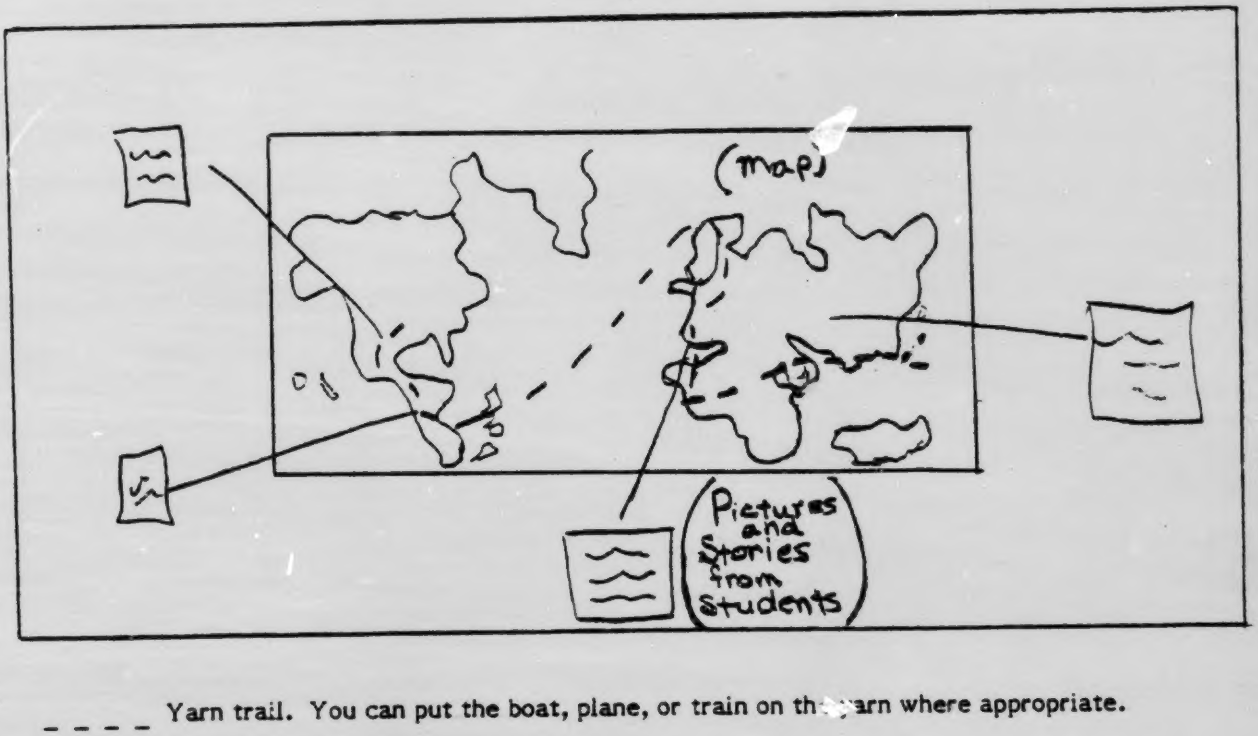
As we travel, we will show our progress on a map by leaving a yarn path along the route we have travelled.

Are you ready to go? Let's get started!

(Note to teacher: We are presenting this unit in a specific order. If you wish to present it in a different order, it will still work, but we wanted to provide the structure to give an idea of how the unit can be done.

We recommend you have a bulletin board that includes a map to plot the route travelled from country to country. You may use the patterns provided (boat, plane, train).

At the beginning of each country, it should be located and labeled on the map. As pictures are colored, the game is played, etc., this information can be placed on the bulletin board and connected to the country by yarn - see sample bulletin board.)


(map)
Pictures and Stories from students

_ _ _ _ Yarn trail. You can put the boat, plane, or train on the yarn where appropriate.

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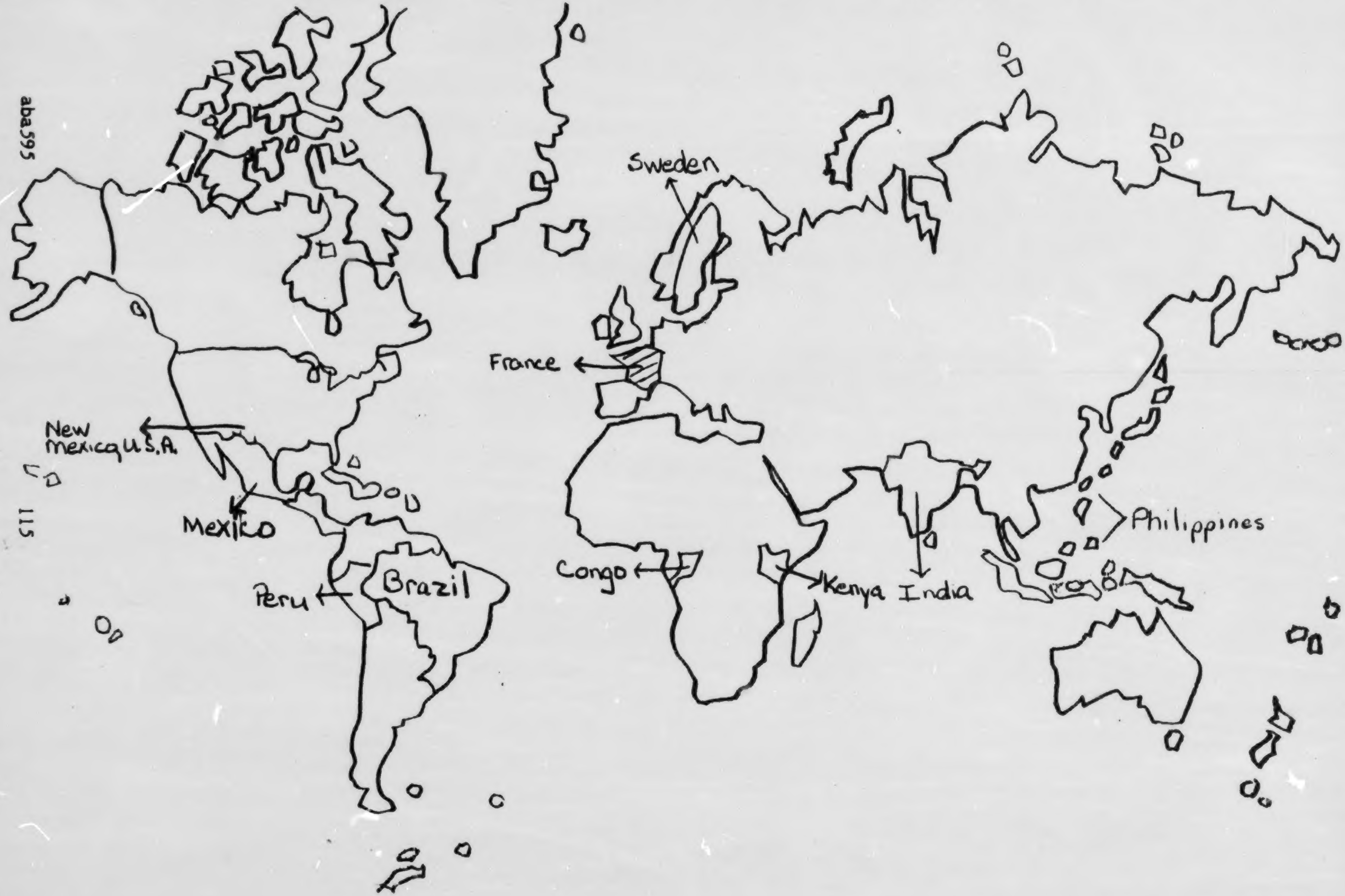
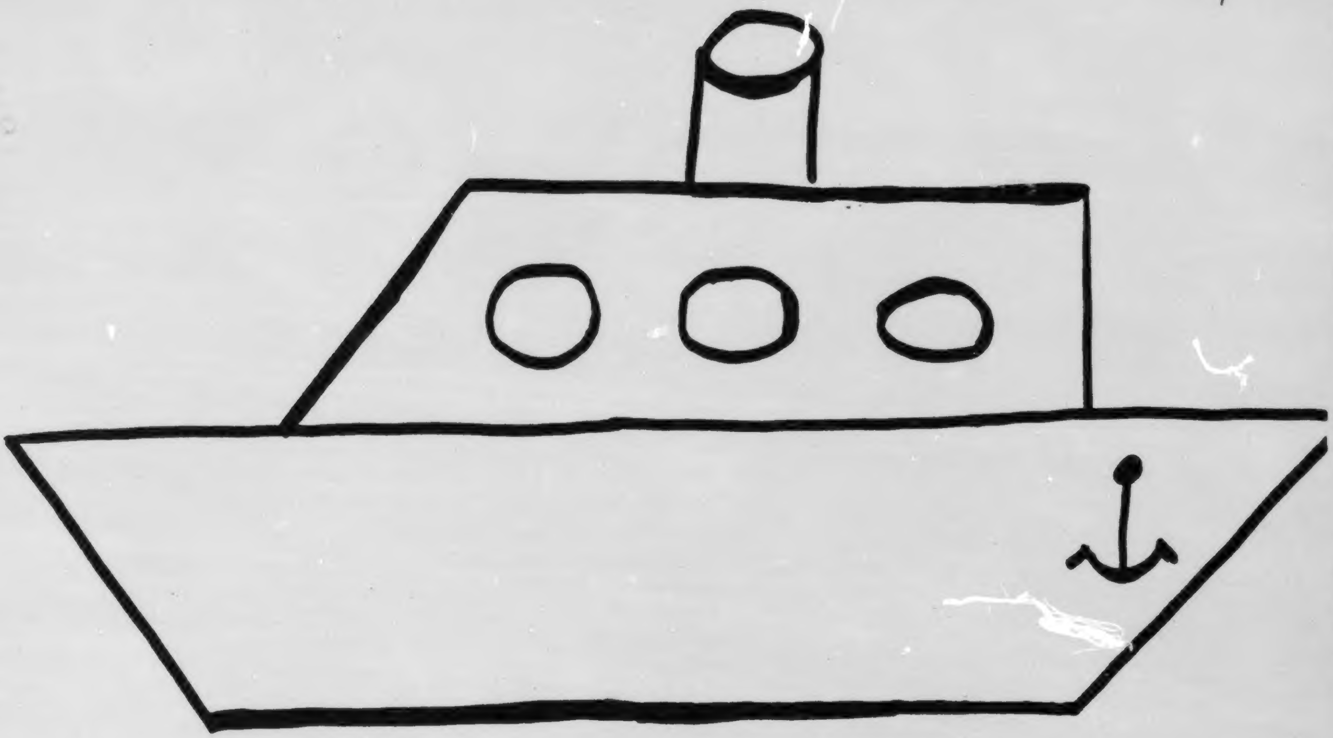
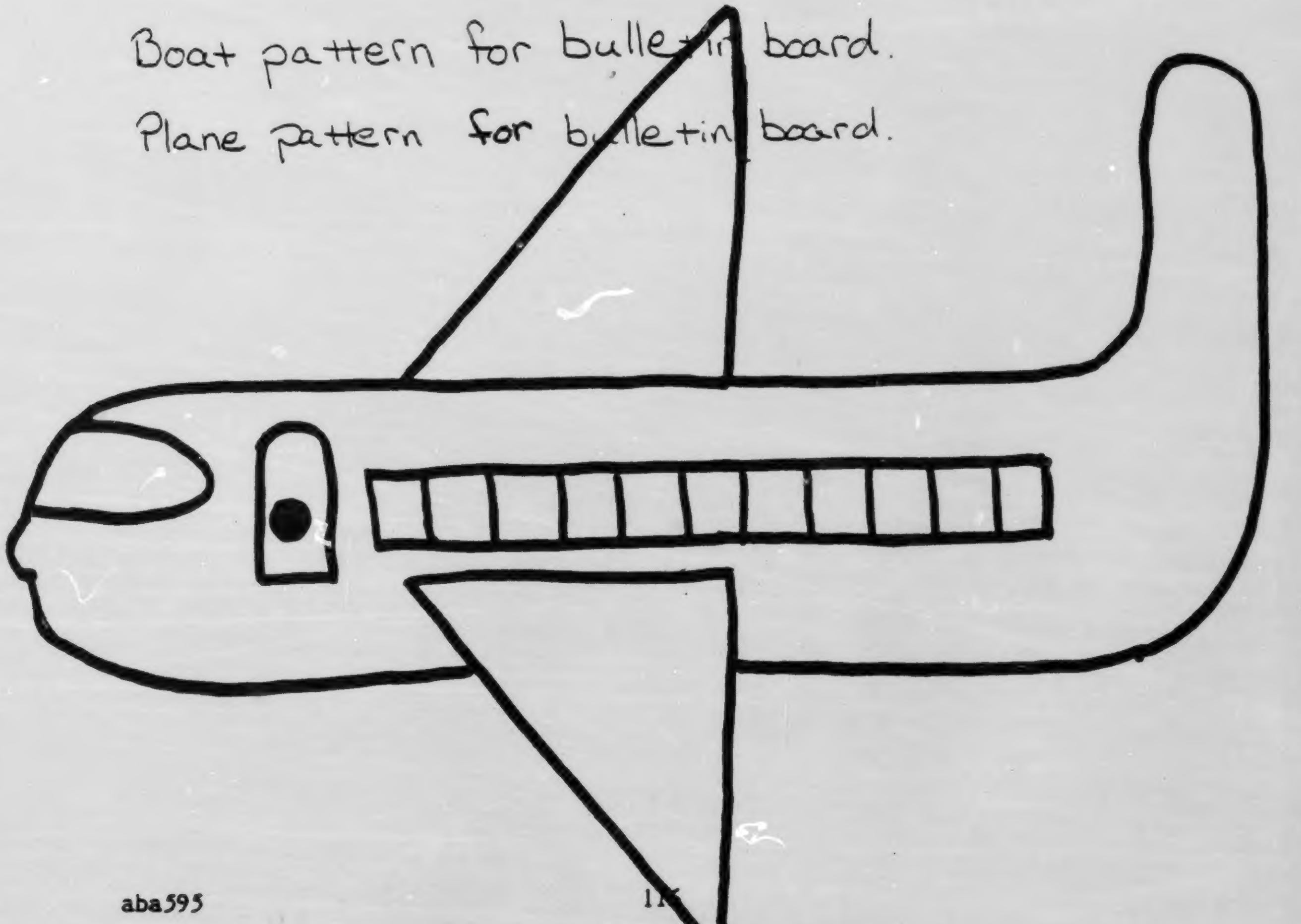

Sweden
France
New mexico U.S.A.
Mexico
Congo
Kenya
India
Philippines
Brazil
Peru

Bulletin board Map



Boat pattern for bulletin board.

Plane pattern for bulletin board.



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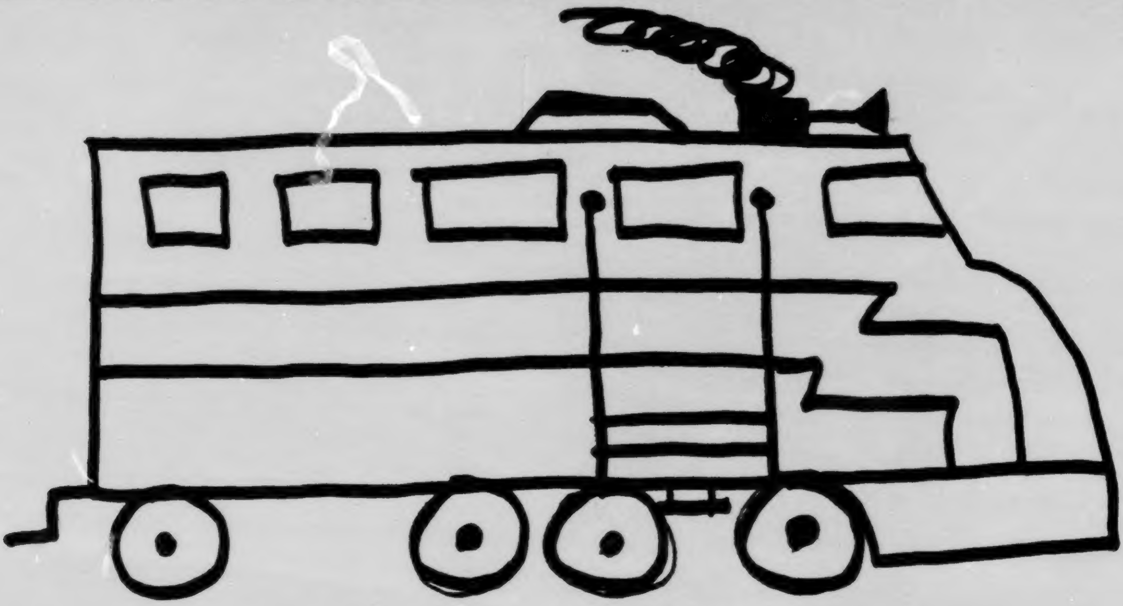
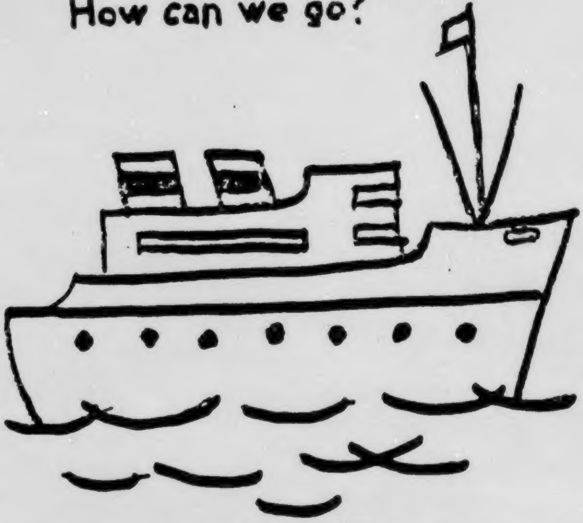


Train pattern for bulletin board.

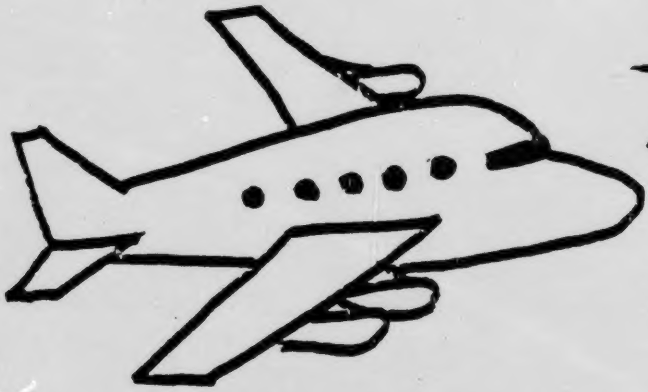
How can we go?



by ship over the sea

Write:

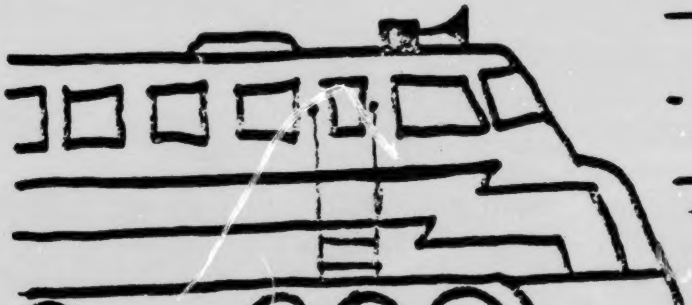
ship



by plane in the air

Write:

plane



by train on the ground

Write:

train

"IT'S A SMALL WORLD"

It's a world of laughter; a world of tears.
It's a world of hopes and a world of fears.
There's so much that we share that it's time we're aware
It's a small world after all.

(Chorus)

There is just one moon and one golden sun
And a smile means friendship for everyone.
Though the mountains divide and the oceans are wide
It's a small world after all.

(Chorus)

CHORUS: It's a small world after all, It's a small world after all,
It's a small world after all, It's a small world after all.

This is from Walt Disney's record, "It's A Small World".

PHILIPPINES

Book: Let's Travel to the Philippines by Darlene Geis.
Games: Tag (U. S.) Dakpanay

The ground or floor is marked off with three to five circles.
The size of the circles varies according to the number of players.
Usually one large circle is drawn as a resting place for the circle players.
One player is chosen to be the Chaser.
The rest are circle players.

The Chaser stays outside the circle and the others stay inside.
The object is for the Chaser to tag any of the circle players.
The circle players can transfer from one circle to another, but the Chaser is not allowed to step inside or to run across any circle.
In order to confuse the Chaser, the circle players scatter and occupy all the circles and stay near the circumference of the circle.
As soon as the Chaser comes near; they run to another circle or the big circle.
In this case the Chaser has a hard time catching them.
A player tagged by the Chaser exchanges places with him, becoming the new Chaser!

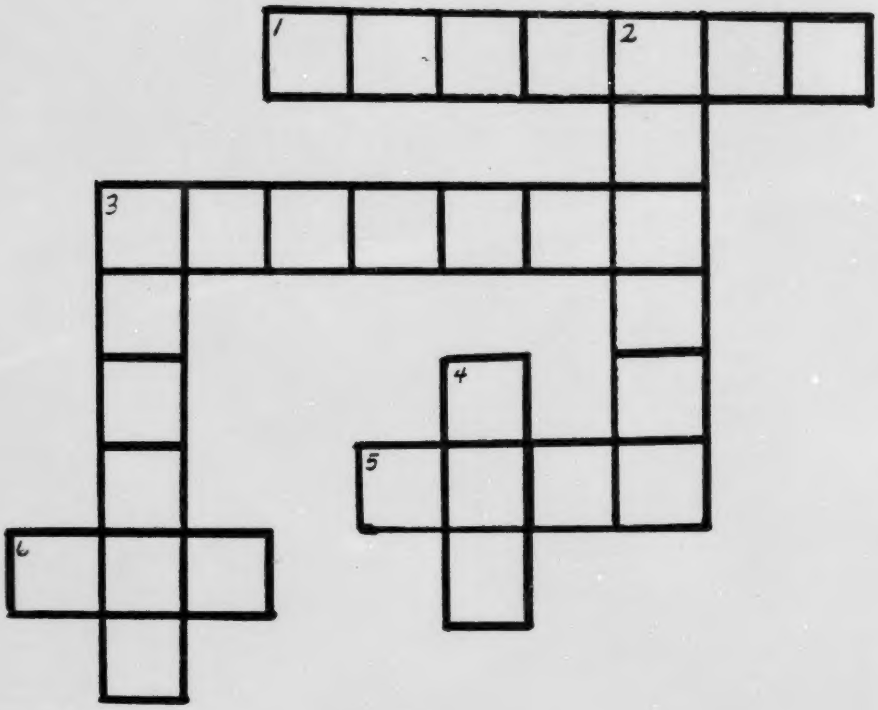
From "Filipino Playmates", by Jean Cavell

Discussion: Similarities and differences. Record them on a chart.

Dakpanay —	Tag

Other: Students can make up a new tag game.
Cross word puzzle on following page.

Dakpanay (Philipines)



Across

1. The chaser must stay ________ the circles.
3. Several __________ are marked on the ground.
5. The large circle is _________.

Down

2. The circle players must stay ______ the circles.
3. One player is chosen to be the ______________.
4. The chaser tries to _______ one of the circle players.
6. A player tagged by the chaser becomes the _____ chaser.

WORD BANK

chaser outside tag new
base circles inside

INDIA

Books: If You'd Been Born in India, by Gail Ranadive.
Jungle Book, by Rudyard Kipling.

Filmstrip: "Family of India". Available in Somerton Resource Center, 915.4.

Activity: Who Is It? (India)

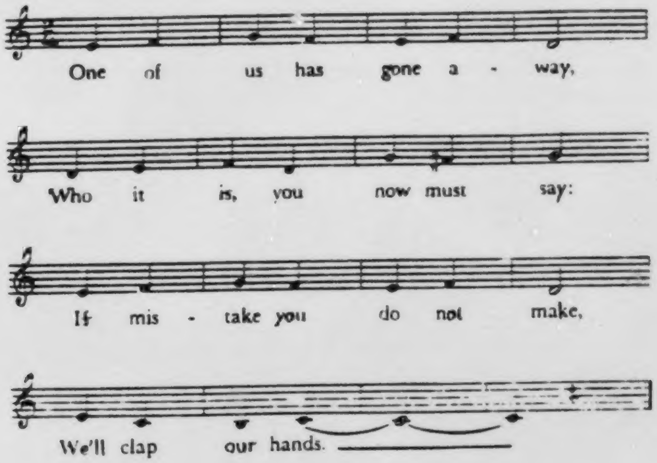
Song: (see below)

The players form a circle. One is chosen to be "It". He/She is blindfolded and stands in the middle of the circle.

Discussion: What does the song tell you about what happens next? Students predict, then play the game.

Game: Who Is It? (India) Similar to Blindman's Bluff

The players form a circle.
One is chosen to be It and he/she is blindfolded and stands in the middle of the circle.
One child from the circle is sent away out of sight.
The other children dance around in a ring, singing the following verse:


One of us has gone a - way,
Who it is, you now must say:
If mis - take you do not make,
We'll clap our hands.

At the end of the song, the blindfold is removed and It must look around the circle and quickly guess which player has left.

If he/she guesses wrong, he/she must be blindfolded and try again. If he/she guesses right, he/she takes his/her place in the ring while the other players continue to clap until the child who has hidden returns to the circle and becomes the next It.

From "Practical Books: India".

Discussion: How are these games alike? Different? Record information on a chart.

Other: Students could write or dictate one aspect of how their life would be different if they had been born in India.

EUROPE

SWEDEN

Book: Pelle's New Suit, by Elsa Beskow
Sweden, by Kurt Drost

Game: Bow and Curtsy Tag (similar to Drop the Hanky).

Discussion: Similarities and differences.

Activity: Cloze paragraph

BOW AND CURTSY TAG

10-30 players, 6-10 years — Indoors or out-of-doors

The players form a circle, standing with their hands joined. One child is chosen to be It. He/She runs once or twice around the outside of the circle, finally touching one of the players on the shoulder. That player must run around the outside of the circle in the direction opposite to It. When the two meet, they must stop and greet each other. A player who is a boy must bow three times. A girl must curtsy three times. The greeting over, the two complete the rest of the circuit, still going opposite directions. Each tries to reach the vacant place first. The one left without a place becomes It for the next game.

BOW AND CURTSY TAG
(SWEDEN)

Directions: Do as a cloze activity.

The players form a circle, standing with their hands joined. One chid is chosen ________ be It. He runs once or __________ around the outside of ____________ circle. He touches one ____________ the players on the ____________. That player must run ____________ the outside of the ____________ in the opposite direction. ____________ they meet they must __________ and greet each other. ____________ boy must bow three __________. A girl must curtsy ____________ times. Then they run ____________ opposite directions. Each tries __________ reach the empty spot ____________. The one left without a place becomes It for the next game.

FRANCE

Book: A Week in Daniel's World, by Hugh Weiss

Song: Frere Jacques
Alouette

Game: Prince of Paris (similar to Who Stole the Cookie?)

Discussion: Similarities and differences

Recipe: Truffles

Other: Students could make up rules for a new game on the same theme. Example: The mailman from ________________ (town) has a ______________ (letter, package) for _______________ person, etc.

PRINCE OF PARIS

10-30 players, boys or girls, 8-12 years — Indoors or out-of-doors

One player is chosen to be It and the others are given numbers beginning with one and going up. It stands in front of the players, who are seated in a row with their arms folded across their chests. It says, "The Prince of Paris has lost his hat. Did you find it, Number Five, sir?" (or any other number that he/she selects). At these words, Number Five leaps to his/her feet and says, "What, sir! I, sir?"

It: Yes, sir, you, sir.

Five: Not I, sir!

It: Who then, sir?

Five: Number Six, sir (or any other number that he selects).

Six: (as soon as he is called, he leaps up and says): What, sir! I, sir?

It tries to say, "The Prince of Paris has lost his hat," before Number Six can jump to his feet and say, "What, sir! I, sir?" If It succeeds, he changes places with the player who has been slow to leap up and reply. If the player is alert and It does not succeed in repeating his words first, the dialogue proceeds as given and Number Six calls the number of another player. If a player fails to say "sir" at the proper time, he has to change places with It.

"TRUFFLES"
(FRANCE)

YOU NEED:

1-1/2 c. sweet butter (soft)
1-1/4 c. confectioners sugar
3/4 c. Dutch cocoa
1 egg
2 tsp. vanilla
chocolate sprinkles or coconut flakes
2 tsp. rum extract

YOU DO:

Whip the butter until it's light and creamy.

Combine the sugar and cocoa and put through a sifter; then add half of it slowly to the butter, mixing continually.

Add the egg and rum extract, mix well, and then slowly add the rest of the cocoa and sugar.

Refrigerate the mixture for one hour or longer.

Mold into small balls and roll in the chocolate sprinkles or coconut flakes. Keep refrigerated until you MUNCH, MUNCH, MUNCH!!!!

AFRICA

KENYA

Books: Moja Means One, by Muriel Feelings
Jambo Means Hello, by Muriel Feelings
Zamain Goes to the Market, by Muriel Feelings

Games: Our Work is Done Like This (similar to Mulberry Bush)

Discussion: Similarities and differences. Record on chart.

Other: Students may do fill-in-the-blank activity either orally or written on the blackboard or a ditto.

OUR WORK IS DONE LIKE THIS
(Mawira Maitu Ni Ogwo)

6-20 players, girls, 8-12 years — Indoors or out-of-doors

Similar to The Mulberry Bush

The players divide into two groups. The groups form two lines and face each other, allowing a space of about ten feet between the lines. The girls of one side take two slow steps forward, as though to take possession of the stage. They begin to sing, "This is the way we chop our wood, here in the land of Kikuyu." As they sing, they make the rhythmic motions of the Kikuyu women cutting wood.

When they have finished singing, they take two steps backward into position in their line and the opposite group takes two steps forward to take the stage. They sing, "This is the way we build our fire, here in the land of Kikuyu," stooping to lay dry wood on the coals of fire and kneeling low with their heads near the ground to blow it to a flame.

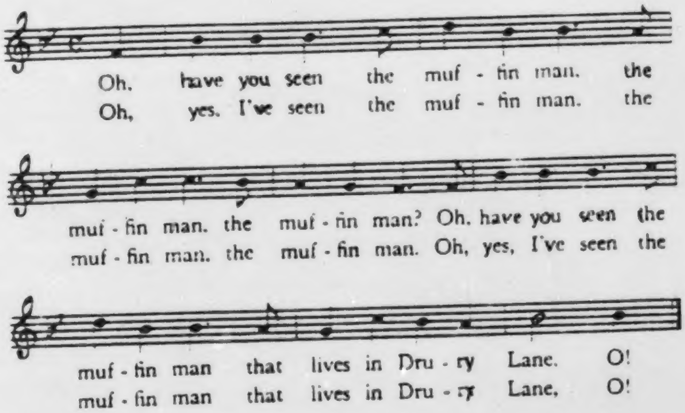
The first side again takes the stage and sings as they perform, "This is the way we carry our water, here in the land of Kikuyu" (in a gourd on their heads).

The game continues as they sing, "This is the way we oil our bodies, here in the land of Kikuyu" (rubbing the skin of their entire bodies with an imaginary mixture of castor oil and red clay).

"This is the way we grind our corn, here in the land of Kikuyu" (kneeling to grind the soaked, cracked corn between two stones with the movement of a woman using a washboard).

"This is the way we carry the baby, here in the land of Kikuyu" (patting imaginary babies who are being carried on their backs in a sheepskin). As they slowly move their bodies from side to side with the movement of a cradle, they sing a Kikuyu lullaby.

In the United States, the game may be sung to the tune of "Here We Go Round the Mulberry Bush". - Mrs. Virginia Blakeslee, Kenya.

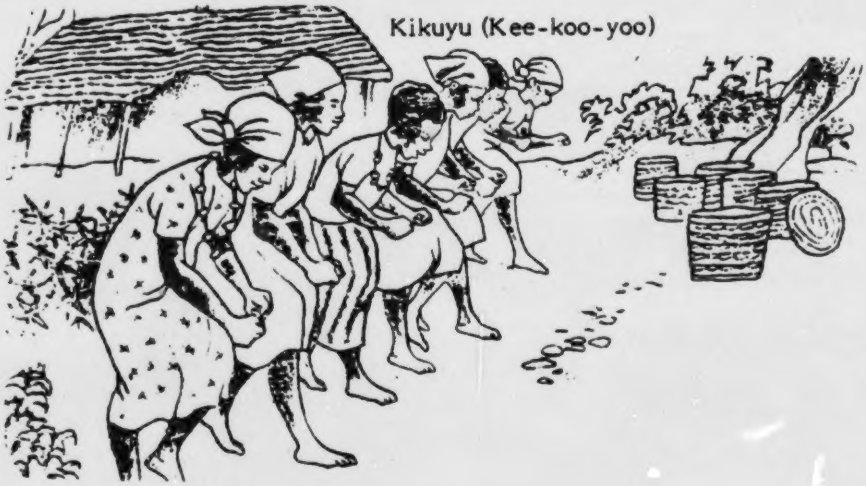

Oh, have you seen the muf - fin man, the
Oh, yes, I've seen the muf - fin man, the
muf - fin man, the muf - fin man? Oh, have you seen the
muf - fin man, the muf - fin man. Oh, yes, I've seen the
muf - fin man that lives in Dru - ry Lane. O!
muf - fin man that lives in Dru - ry Lane, O!

THE MULBERRY BUSH: England

OUR WORK IS DONE LIKE THIS
(KENYA)

1. This is the way we chop our wood, here in the land of Kikuyu.
2. This is the way we build our fire, here in the land of Kikuyu.
3. This is the way we carry our water, here in the land of Kikuyu.
4. This is the way we oil our bodies, ______________________________.
5. ____________________ we grind our corn, ______________________________.
6. ____________________ carry __________ babies, ______________________________.

(Write this on a chart or a ditto for each child. This is a chant activity. The children can chant out the missing words. The older children may want to write them in the blanks.)



Kikuyu (Kee-koo-yoo)

CONGO

Books: Five Cent, Ten Cent, by Edna Walker Chandler
A is for Africa, by Jean Carey Bond
A week in Aya's World, by Marc and Evelyne Bernheim
I am Eyes, by Leila Ward

Art: Antelope picture may be colored by students. A mural can be made of a plains scene, of trees, antelope, etc.

Games: Antelope in a Net (similar to Cat and Rat)

Discussion: Compare and contrast. Record on Chart.

Other: Sequencing Activity.

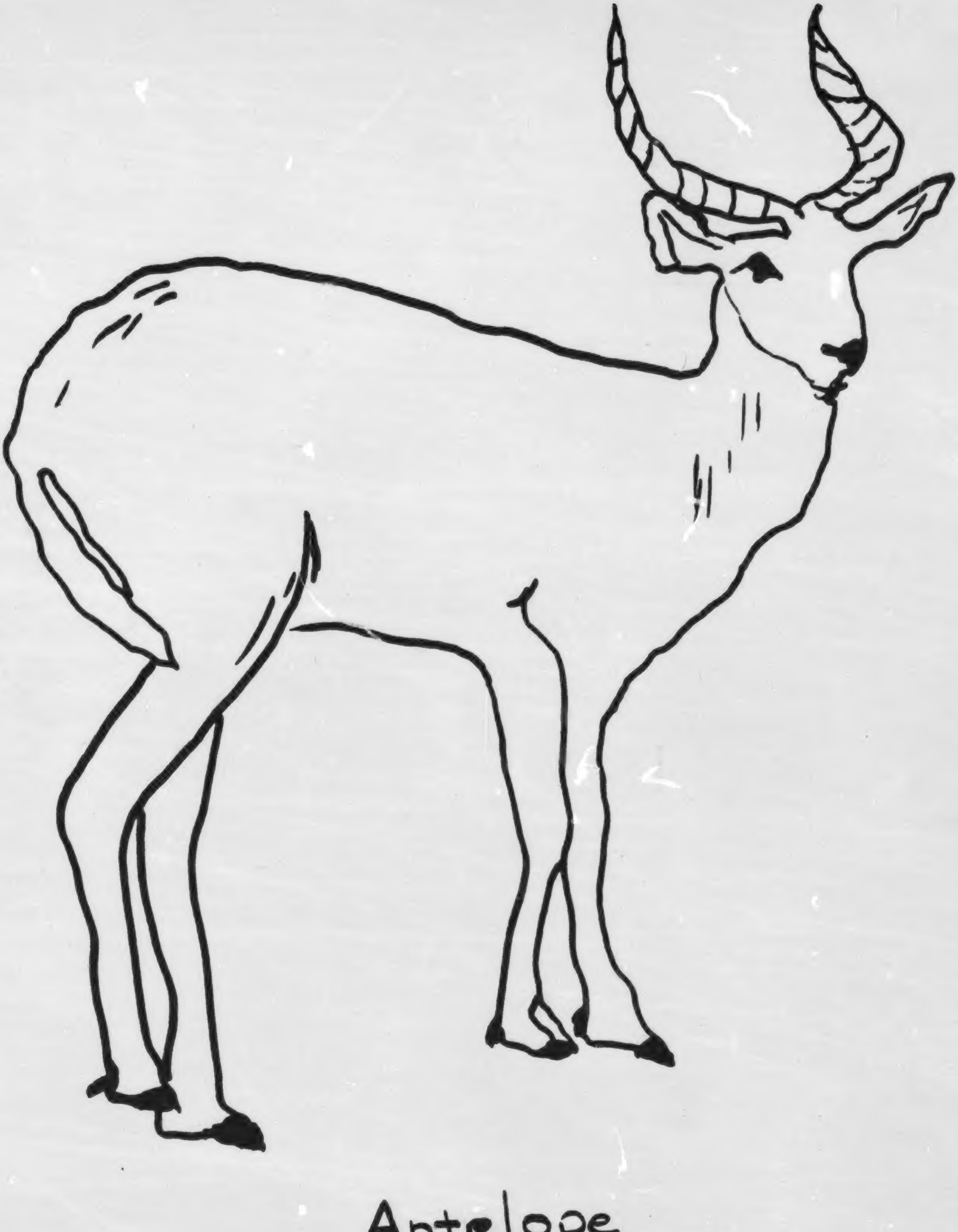
ANTELOPE IN THE NET
(CONGO)

One child is the antelope.
The other children hold hands.
They form a circle around the "antelope".
They sing, "Antelope in the net", over and over.
The "antelope" runs hard against their clasped hands.
He tries to break through.
He tries again and again.
When he breaks through, he runs away.
The others chase him.
The one who catches him is the new "antelope".

Sequencing Activity

After playing the game students cut out the sentences and put in order. The answer key is above for them to check their own work.

One child is the antelope.
They sing, "Antelope in the net," over and over.
He tries to break through.
When he breaks through, he runs away.
He tries again and again.
The "antelope' runs hard against their clasped hands.
The other children hold hands.
The others chase him.
They form a circle around the "antelope."
The one who catches him is the new "antelope."



Antelope

aba595

130

SOUTH AMERICA

BRAZIL

Recipe: Chocolate Bananas

Games: The Chief Orders (similar to Simon Says)

Discussion: Compare and contrast. Record on chart.

Other: Initial consonant activity.

THE CHIEF ORDERS
(Chef Manda)

Many players, girls, 10-12 years Indoors

Similar to Simon Says

One player is the Chief. He stands in front of the others and gives orders which they must follow. For instance, when he says, "The Chief orders you to laugh," all the players must laugh. When he says, "He orders you to laugh," none of the children should laugh, because he did not say "the Chief". If a player does laugh or carry out any of the other orders beginning with "He" instead of "the Chief", he must get out of the game.

The game continues until only one player is left in addition to the Chief, and this player is the winner. - Senhorita Elsy Ferreira, Colegio Americano, Porto Alegre, Brazil.

"CHOCOLATE BANANAS"
(BRAZIL)

YOU NEED:

6 bananas
12 oz. chocolate chips
1/2 c. hot water
1/2 bag, 7 oz., caramels
1 tbs. water
wooden sticks

YOU DO:

Peel the bananas and cut them in 1/2 crosswise.
Push a wooden stick into the cut end of each piece and put them in the freezer for one hour.
Melt the chocolate and/or caramels in hot water.
Dip the cold bananas into the chocolate and/or carmel mixture to cover all surfaces.
Twirl to remove excess. EAT AND HAVE FUN!!!!
To store, wrap each piece in foil and freeze.

The Chief Orders (Brazil)

Make up orders that begin with each letter of CHIEF.

C
H
I
E
F

PERU

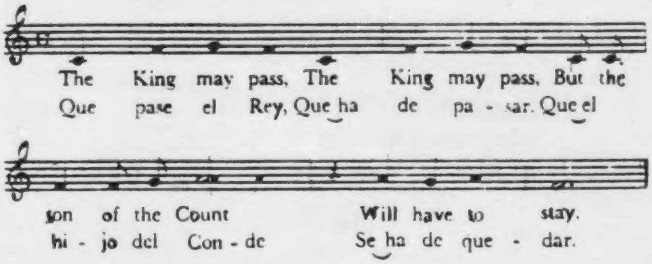
Book: Children of the Incas by David Mangurian
Film: Peru: Filiberto of the High Valley (A. S. U. Media Center)
Game: The King May Pass (similar to London Bridge)
Discussion: How are the games alike and different? Record on chart.
Activity: Hidden word activity

THE KING MAY PASS

(Que Pase el Rey)

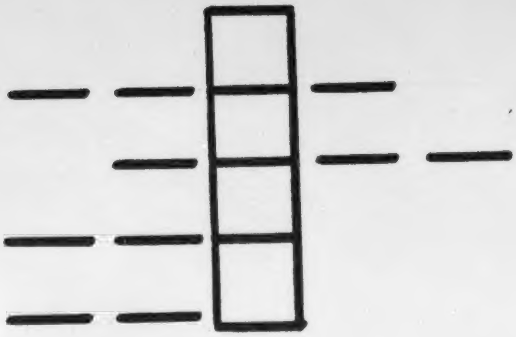
8-20 players, 6-12 years *Similar to London Bridge* *Indoors or out of doors*

This game is one of the variations of "London Bridge," and the general directions given for "The Fountain" on page 113 may be followed. In this variation the children hold on to each other. They sing this little song as they run under the arch.


The King may pass, The King may pass, But the
Que pase el Rey, Que ha de pa - sar. Que el
son of the Count Will have to stay.
hi - jo del Con - de Se ha de que - dar.

The two players who form the arch choose secret names for themselves, such as the Sun and the Moon. When all the players have been caught and made their choice of belonging to the Sun or Moon, a tug of war is held to end the game.—*Señora Wencesiao Bahamonde, Lima. Peru.*

The King May Pass (Peru)



1. I ______ to play games.
2. We ______ many songs.
3. We ______ under the arch.
4. A ______ of war is played at the end of the game.

MYSTERY WORD ___ ___ ___ ___

NORTH AMERICA

MEXICO

Books: Mexico; A Picture Book to Remember Her By by David Gibson
Carlos and the Brave Owl by Josephine Camille
The Riddle of the Drum by Verna Aardema
Song: Cielito Lindo (on the Small World album)
Recipe: Guacamole
Games: The Little Parrot (similar to Pass the Salt)
Discussion: Comparison and contrast. Mark on chart.
Other: Wheel of Fortune or Hangman game. Students may make up new dialogue for the game. Example: A Christmas Pinata, Come to my birthday party, etc.

The Little Parrot (Mexico)

Play a hang-man game with the name of the games.

___ ___ ___ ___ ___   ___ ___   ___ ___ ___ ___ ___ ___ ___

(Wheel of Fortune)

From

MEXICO

GUACAMOLE (gwa-kuh-moh-lee)

Serves 6 ✦✦

Mexicans enjoy a very special sort of salad. They serve smooth green Guacamole made from avocado. Avocados are sometimes called alligator pears because their green skin is so leathery and tough. Inside that tough skin is soft delicious pulp with a large hard seed in the center.

For this recipe, the avocado *must* be ripe. To test for ripeness, gently squeeze the avocado between the palms of your hands. The fruit should be soft enough to give slightly.

INGREDIENTS

1	large ripe avocado	¾	t. salt
1½	T. lemon juice	1½	T. mayonnaise
1	small onion		dash of garlic salt
1	small tomato		crackers

EQUIPMENT

paring knife
mixing bowl
measuring spoons
fork
mixing spoon

HOW TO MAKE:

1. Cut the avocado in half. Remove the seed.
2. Peel the avocado (or you can scoop the pulp out of the hard skin with a spoon).
3. Put the avocado pulp into the mixing bowl and add the lemon juice.
4. Mash the avocado, mixing the lemon juice into it with the fork.
5. Peel the onion and mince it into very small pieces.
6. Dice the tomato, and add it with the salt, mayonnaise, and garlic salt to the mashed avocado.
7. Stir until smooth.
8. Add the pieces of minced onion and mix well.
9. Serve the Guacamole with crackers or tortilla chips or as a filling for sandwiches.

NOTE: You might save the avocado seed and plant it.

22

23

THE LITTLE PARROT Mexico
(El Periquito)

8-30 players, 6-10 years *Indoors or out of doors*

All the players are seated in a ring. One of them is chosen to start the game. He holds in his hand something small such as a little stone or a match. He turns to the player on the right and says very seriously, "Won't you buy this little parrot?" The other asks, "Does it bite?" The first answers, "No, it does not bite." Then he gives the small stone or other object to the player on his right. The new owner turns to the one on his right and asks the same questions of the third player; but when he is asked if the parrot bites, he must not answer. He must then turn to the first player and ask, "Does it bite?" When he receives the answer, "No, it does not bite," he repeats this to the third player and gives the stone to him. The game goes on in this way, with the question, "Does it bite?" always being referred back from child to child, around the circle, to the first player for the answer. The answer is likewise passed from player to player back to the one who then holds the small stone or object. The one who forgets to pass along the dialogue or who laughs must pay a forfeit. *—Señorita Rosa Ruíz de la Peña, Mexico City.*

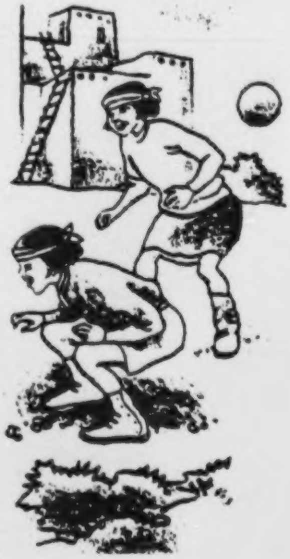
PUEBLO INDIANS

Book: Children of the Sun by Maudie Robison
Game: Dodgeball Pueblo Indian version (Dodgeball U.S.)
Discussion: Contrast and compare. Put on chart.
Other: Picture of Indian boys playing the game may be colored and missing parts drawn in. A story may be dictated or written about the picture.

DODGE BALL: Pueblo

10-30 players, boys and girls, 10-14 years *Indoors or out of doors*

A soft ball or a beanbag is used in this game. Two leaders are chosen who select their teams. Each team should contain an equal number of players. The teams stand in parallel lines about twelve feet apart. The first player in Team I steps forward a few feet from the line. The first player in Team II throws the soft ball at him, trying to hit him. The player from Team I tries to dodge the ball. He may duck any way he wishes, stooping, twisting, right or left; but he may not move his feet. If he is hit by the ball, he must go over to the opposite team. If the player from Team II fails to hit him, that player must go over to Team I. The second player in Team I then steps forward and the second player in Team II tries to hit him. After each player in Team II has had a chance to hit a member of Team I, the ball is passed to the other side for throwing. Team I now tries to hit the members of Team II in turn. The team taking the greatest number of players wins.—*Mrs. Mabel Analla, Laguna Pueblo Reservation, Seama Village, Cubero, New Mexico.*



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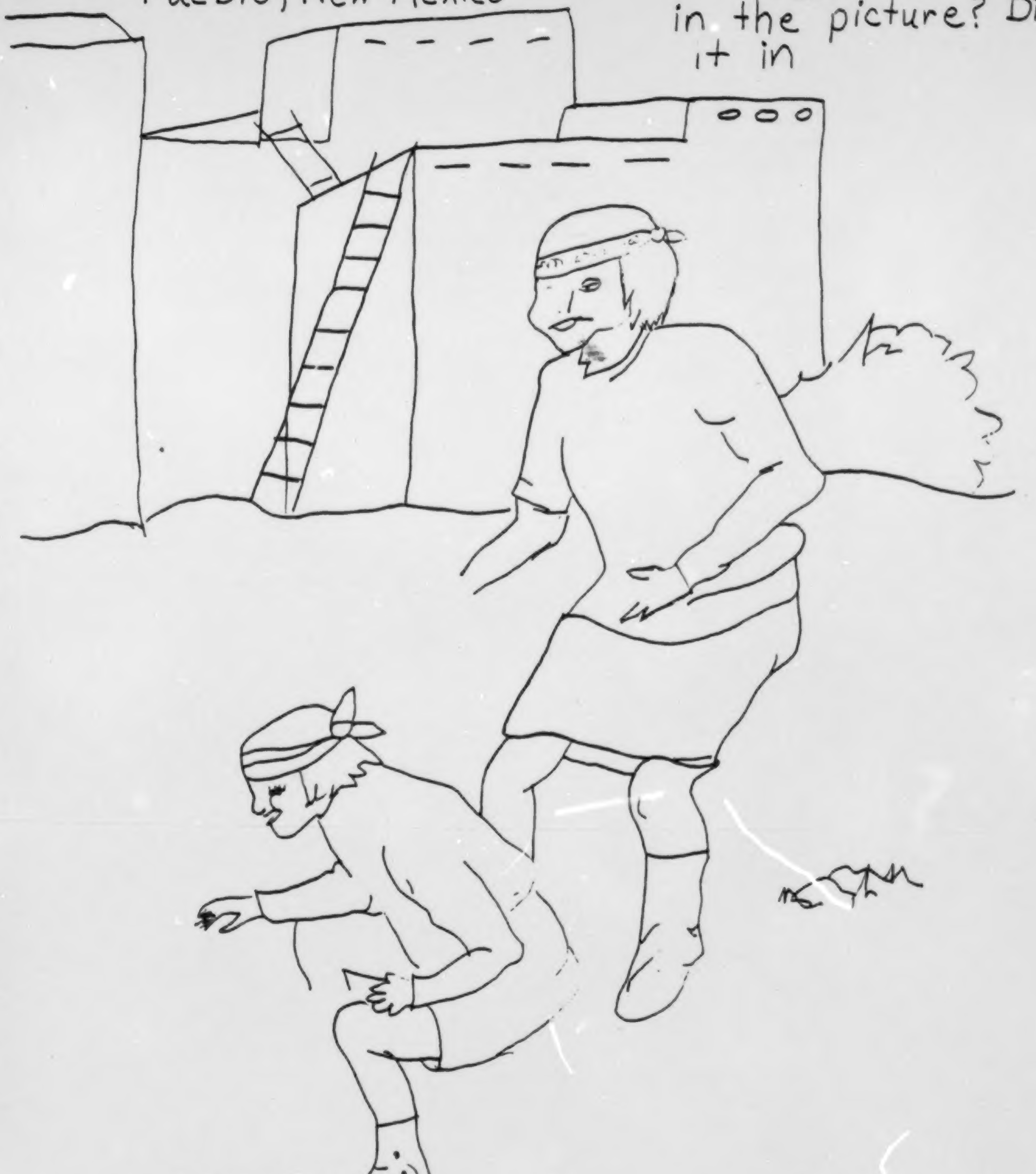
[redacted]

Pueblo, New Mexico

What is missing 24
in the picture? Draw
it in



Write a sentence about the picture.

CONCLUSION

A. Discuss which countries and which games they enjoyed most. Write about their favorite.

B. INTERNATIONAL FRIENDSHIP DAY

1. Students break into small groups and choose a country.
2. Another class or classes can be invited.
3. Students could tell, generally, about their "trip" and then teach small groups of "visitors" the game from their country.
4. They may also offer or make the food from that country or sing the song from that country.
5. If possible, they may find and bring items from those countries, show books about them, or even dress in traditional dress.

C. Students can make a language experience book entitled, "My Trip Around the World".

BIBLIOGRAPHY

FILMS (16mm)

Available from Somerton Resource Center, Somerton, Arizona.

1. "People are Different and Alike", 74 I
2. "Holidays Your Neighbors Celebrate", 421 P

Available from ASU, Film Catologue, Tempe, Arizona

1. "Peru, Filberto of the High Valley", 039867 P, I

FILMSTRIPS

Available from Somerton.

1. "Family of India", 915.4

PICTURE BOOKS FOR CHILDREN

Available from Tempe Public Library.

1. *If You'd Been Born in India*, Ranadive, Gail.
2. *Children of the Incas*, Mangurian, David.

MEXICO

3. *Carlos and the Brave Owl*, Camille, Josephine.
4. *The Fence, A Mexican Tale*, Balet, Jan.
5. *The Riddle of the Drum*, Aardema, Verna.
6. *Mexico, A Picture Book to Remember Her By*, Gibbon, D.
7. *Conchita and Juan: A Girl and A Boy of Mexico*, Schloat, G.
8. *Children Everywhere*, Harrison, David.

AFRICA

9. *Lamani Goes to the Market*, Feelings, Muriel.
10. *Jambo Means Hello*, Feelings, Muriel.
11. *Five Cent, Ten Cent*, Chandler, Edna.
12. *A is for Africa*, Bond, Jean Carey.
13. *A Week in Ayce's World*, Bernheim, Marc and Evelyne.

BIBLIOGRAPHY (continued)

14. Moja Means One, Feelings, Tom.

15. I am Eyes, Ward, Leila.

FRANCE

16. A Week in Daniel's World, Weiss, Hugh.

SWEDEN

17. Pelle's New Suit, Beskow, Elsa.

BOOKS AVAILABLE FROM SOMERTON

1. Jungle Book, Kipling, Rudyard.
2. Sweden, Drost, Kurt.

TEACHER RESOURCE BOOKS

1. Children are Children are Children, Cole, Ann (can be found at Tempe Public Library).
2. Children's Games from Many Lands, Millen, Nina (can be found at Tolleson Public Library).

MATERIALS

Available from Teaching Tools, P. O. Box 27567, 3401 North 35th Avenue, Phoenix, Arizona.

1. "Children of the World", Dennison, 32 full color prints. $2.95.
2. "International Children", Trend, 6 continents, ethnic costumes, arts and crafts, plants and animals. $5.95.
3. "Many Hands Cooking: An International Cookbook for Girls and Boys", Cooper and Ratner. Recipes from around the world. $6.50.

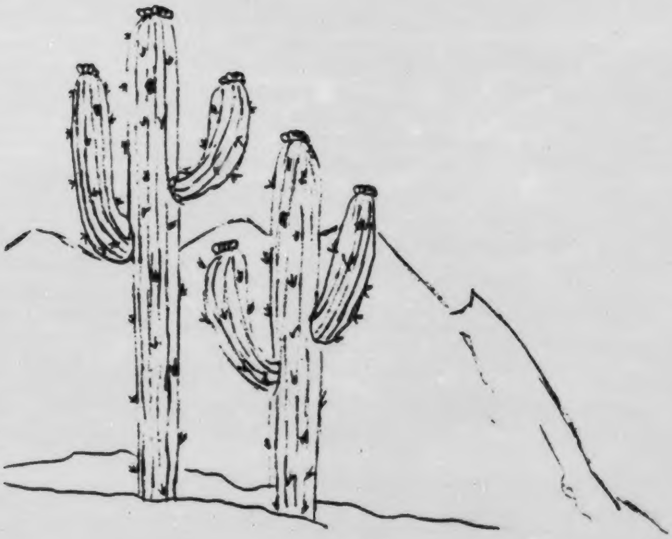
DESERT UNIT

MIGRANT INSTITUTE 1983

Janice Maranville - Eloy District
Joyce Miles - Casa Grande District
Marty Nedom - Eloy District

LEVEL

Special Education - Primary and Intermediate Levels



GOAL

To develop in the special education student at the primary and the intermediate levels, an ability to understand their desert environment.

OBJECTIVES

1. To provide the student with an understanding of the species of cacti and animals that inhabit the desert.
2. To develop the student's awareness of dangers in the desert.
3. To develop the student's ability to recognize and name the different types of cacti and animals that inhabit the desert.
4. To use the desert materials as reinforcements in oral language, reading, math, and the motor skills.

MOTIVATION

The special education students who live in desert regions, should be aware of the environment in which they live. This includes the vegetation and animals that inhabit the area. Because of their inability to understand nature and its role, they need to be taught an awareness of their surroundings.

The purpose of this unit is to help the special education student to understand the beauty and danger of the desert.

Included in this unit are activities and worksheets of varying degrees of difficulty to better meet the individual needs of these students.

INTRODUCTION

We have designed this unit as a multi-sensory approach to teaching about the desert environment. We have taken into consideration the individual needs of the resource child, and have incorporated varying degrees of difficulty to facilitate the meeting of these individual needs.

We have supplied worksheets that we feel are self-explanatory and should be used at the teacher's discretion. Suggested uses would be:

1. Oral discussions.
2. Vocabulary development.
3. Figure-ground perception.
4. Visual imagery.
5. Fine motor control.
6. Following directions.
7. Classifying.
8. Labeling.
9. Language experience.
10. Word recognition.
11. Math skills reinforcement.

INTRODUCING THE UNIT:

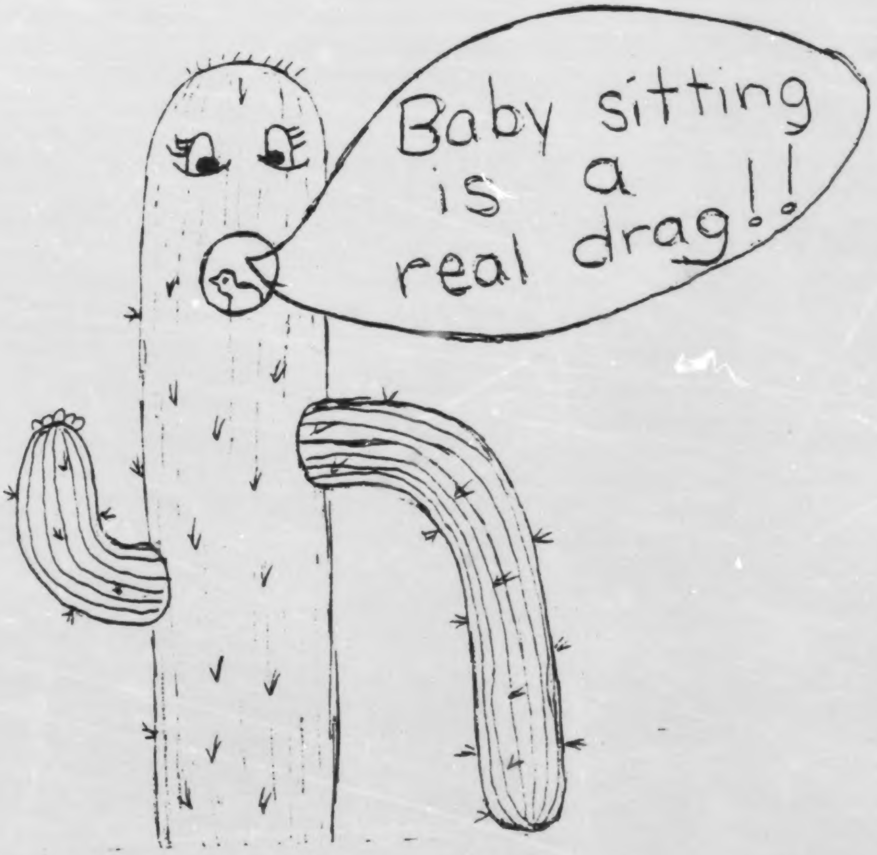
1. Live small plants could be purchased or borrowed to allow for a multi-sensory introduction to the unit. Oral discussion of the plants should include past experience of student. If plants cannot be obtained, back issues of Arizona Highways could be substituted.
2. A bulletin board may be developed by the students. A blank background may be readied and in place. Through a discussion, drawing on their prior experiences, students in small groups will assemble a desert scene. At various times in the unit the students will be directed to add or correct their scenes.

SUGGESTED ART ACTIVITIES

1. Using white drawing paper the students prepare a desert scene as they think it should look. This would be done prior to any discussion on the desert. Save the pictures. At the completion of the unit the students will again draw a desert scene, instructing them to make it more detailed. An oral discussion would follow allowing them to compare the two pictures. Then using the two pictures as covers, assemble a booklet with the papers from the desert unit. Holes may be punched and yarn threaded through to hold the booklet together.

2. Have the student draw a picture of one or two Saguaro Cactus. Then instruct the student to write dialogue to form a cartoon. Several cacti may be made in a serial form.

   Example:


Baby sitting is a real drag!!

VOCABULARY LIST

Arizona
desert
cactus
cacti
Saguaro
spines
bloom
blossom
Cactus Wren
Palo Verde
evaporation
moisture
Black Widow
Scorpion
Gila Monster
Rattlesnake
Cholla
Skunk
Roadrunner
Prickly Pear
Barrel
Jack Rabbit
Quail
Coyote
Owl
Javelina
Jumping Cactus
century Plant
Ocotilla
Pincushion
Hedgehog
nature
Organ Pipe
Yucca
sand
dry
hot
shade
water
mud
Pack Rat
habitat
Horned Lizard
mountain
Desert Tortoise
White-winged Dove
Gila Woodpecker
Elf Owl
Tarantula
Prairie Dog
Ground Squirrel
Kangaroo Rat
Kit fox
Mountain Lion
Bobcat
bird
survival
Mule Deer
Cottonwood
Mammal
Reptile
wildlife
environment
danger
dangerous
roadside
plant
animal
brush
bush
leaves
state
bird
fly
dust
rock
succulent
Southwest

Using the picture of the Roadrunner to stimulate oral discussion, present the following information:

This is a bird that would rather run than fly. He will only fly when it is absolutely necessary. He can outrun almost anything as he swerves into the thick desert brush. His sturdy legs will enable him to run up to 15 miles per hour. The Roadrunner grows to 24 inches and is black, brownish-gray and white, with a black-crested head and nearly black tail. His underside and lower belly are white, streaked with brown. There is a pale blue ring around his eyes, with a red streak located at the back of this ring. This native southwest desert bird is a bold and curious fellow. He uses his long, strong beak to enjoy a diet of insects, lizards, toads, and snakes. He builds his nest in a bush, tree, or handy cholla cactus.

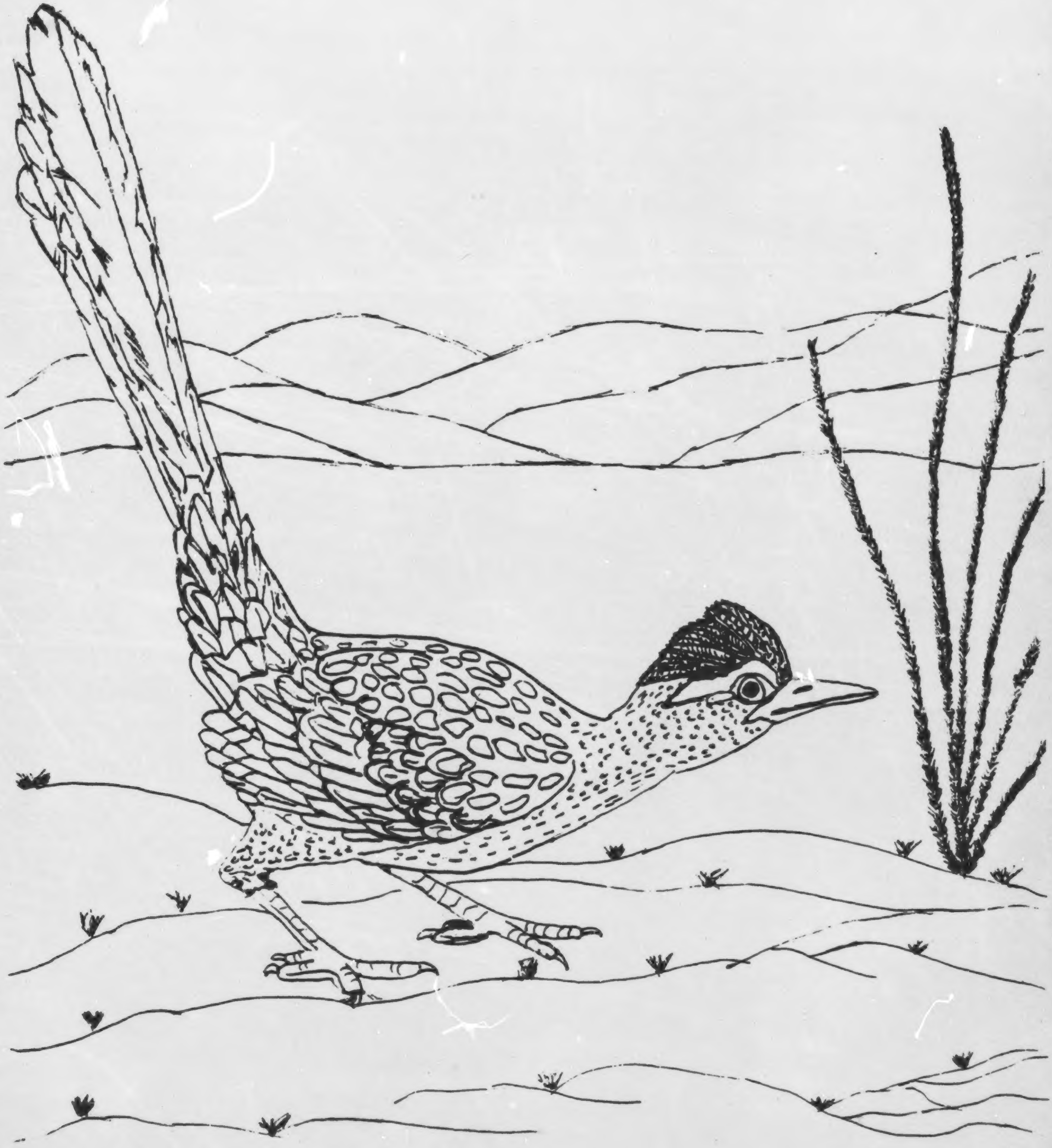
Then having already written the following passage on the chalkboard, use the cloze technique to complete the sentences:

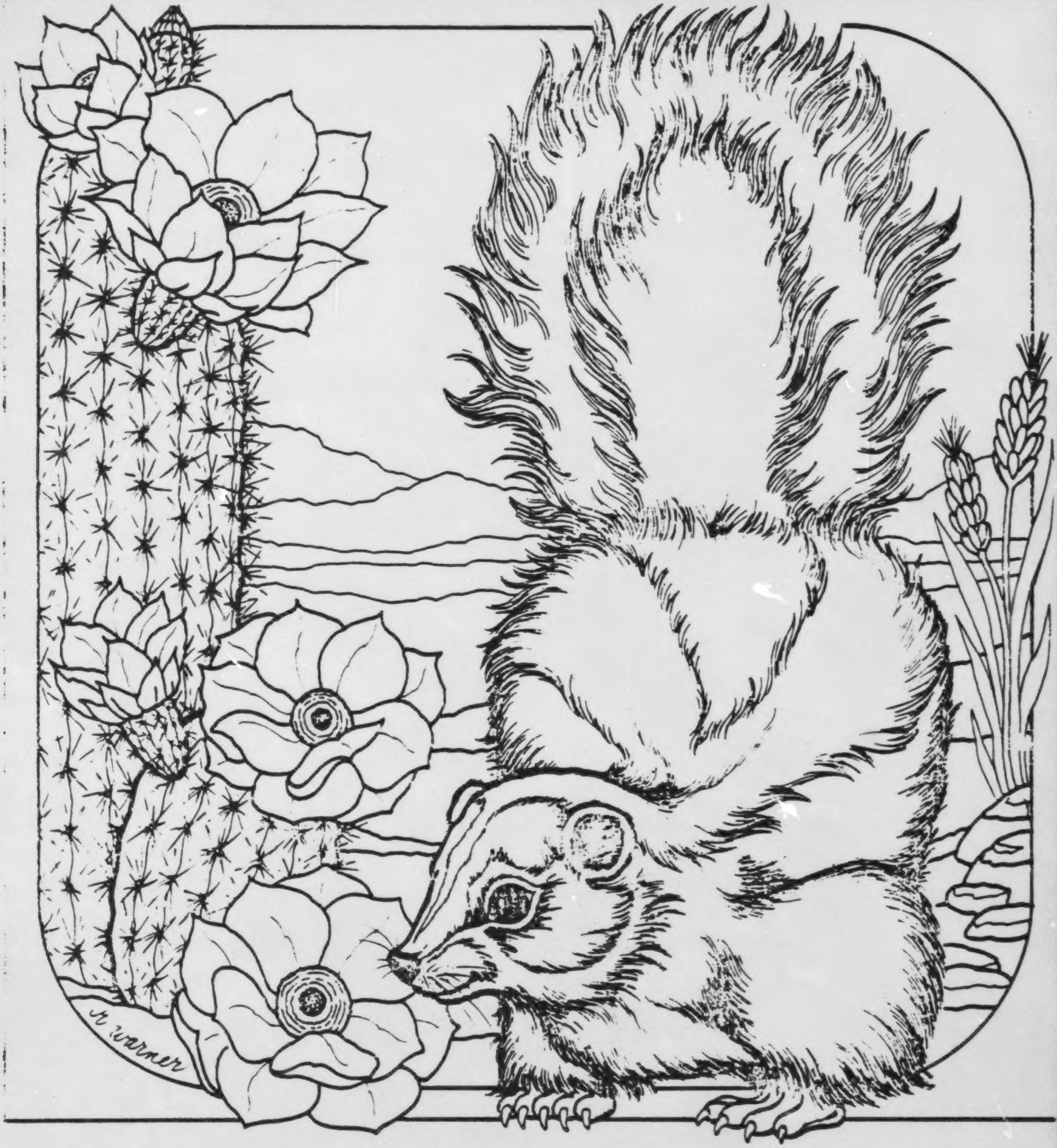
The Roadrunner is a ________________ that lives in the __________________. He would rather run ______________ fly. He will only ________________ when he is in __________________. He can outrun anything. ________________ hides in the thick ________________ brush. He runs along ________________ roadside.

These are possible answers:

desert
fly
the
than

danger
desert
bird
He





Striped Skunk

Identify and Label:

tail
feet
rock
shunk
desert
cactus
blossom
mountain
plant
sky
head
ear

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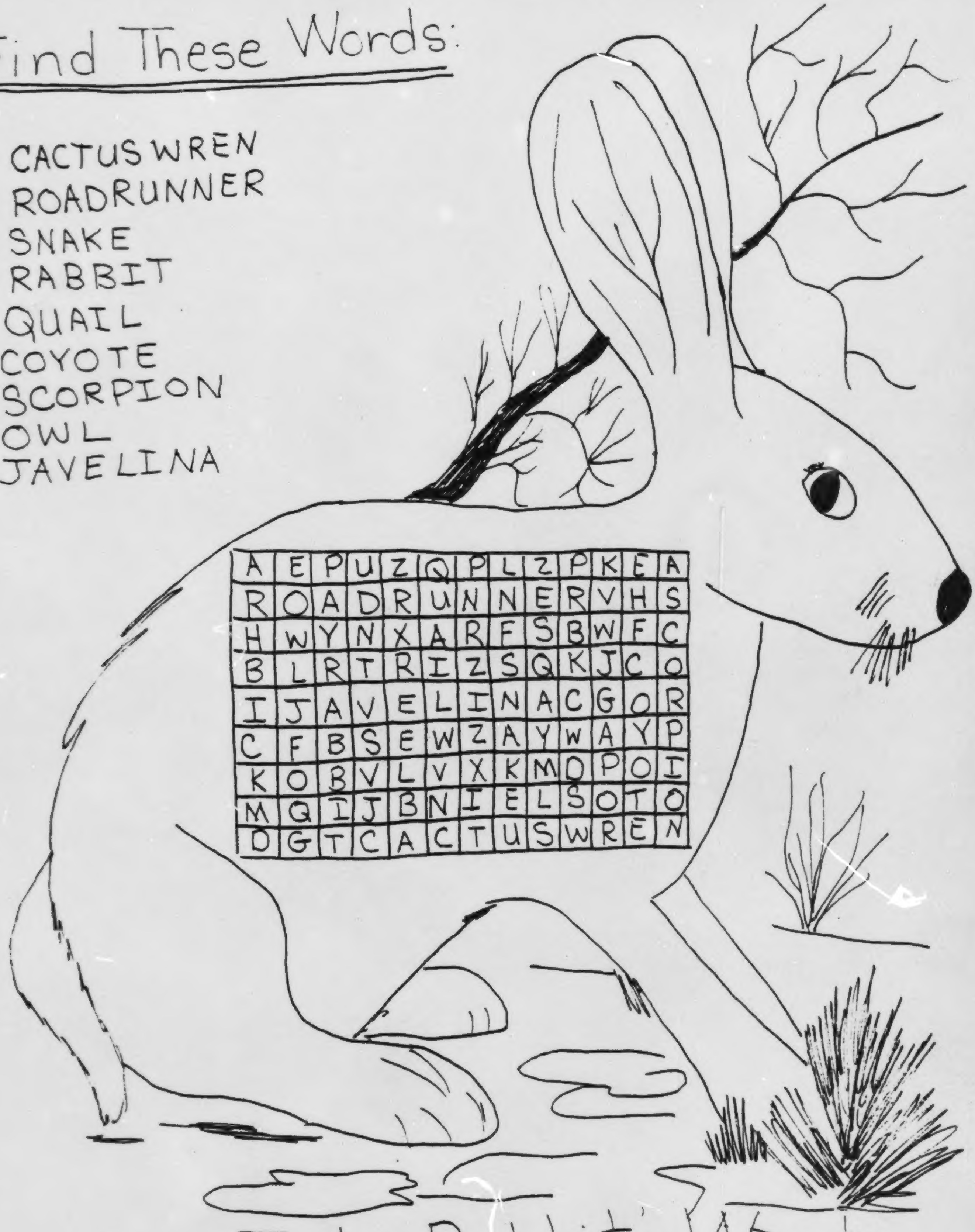
Find These Words:

CACTUS WREN
ROADRUNNER
SNAKE
RABBIT
QUAIL
COYOTE
SCORPION
OWL
JAVELINA



A	E	P	U	Z	Q	P	L	Z	P	K	E	A
R	O	A	D	R	U	N	N	E	R	V	H	S
H	W	Y	N	X	A	R	F	S	B	W	F	C
B	L	R	T	R	I	Z	S	Q	K	J	C	O
I	J	A	V	E	L	I	N	A	C	G	O	R
C	F	B	S	E	W	Z	A	Y	W	A	Y	P
K	O	B	V	L	V	X	K	M	O	P	O	I
M	Q	I	J	B	N	I	E	L	S	O	T	O
D	G	T	C	A	C	T	U	S	W	R	E	N

Jack Rabbit's Words

Billy Barrel's Seek and Find

Find these words:

Century plant
Prickly pear
Arizona
Pincushion
Jumping cactus
Palo Verde
Hedgehog
Barrel
Ocotilla
Desert
Nature
Blooms
Yucca
Organ Pipe
Sand
Dry
Hot
SHade
Water
Cholla
Mud
Cacti

					L	I	R	E	T	A	W					
			O	K	Z	G	Y	P	O	L	P	S				
			M	H	J	S	A	F	V	L	M	Z	O			
		P	I	N	C	U	S	H	I	O	N	P	X	I		
	A	Q	R	S	C	N	B	E	O	H	Y	D	A	H	I	
O	U	B	T	I	O	D	V	L	X	C	S	B	G	O	H	
V	I	T	C	A	C	W	B	Y	F	O	V	F	R	T	F	F
T	F	R	Z	T	E	K	S	E	T	S	T	G	C	Z	T	G
X	D	Y	B	F	N	A	L	X	F	F	A	S	C	A	P	O
D	E	S	E	R	T	P	E	Y	D	N	O	N	C	B	A	H
Q	R	C	T	T	U	A	O	F	P	Z	V	X	D	F	L	E
F	S	Y	X	Z	R	X	G	I	T	E	M	N	G	E	O	G
Y	X	S	U	I	Y	F	P	G	O	V	A	C	R	T	V	D
U	U	Q	Z	S	P	E	Y	X	S	T	B	R	A	Z	E	E
C	Z	O	V	A	L	Z	V	T	U	C	A	O	B	T	R	H
C	N	B	S	H	A	D	E	R	H	B	X	Y	H	F	D	C
A	L	C	L	T	N	X	E	B	I	T	G	C	D	A	E	G
O	Z	O	C	O	T	I	L	L	A	P	Z	I	U	O	B	V
V	T	M	S	U	T	C	A	C	G	N	I	P	M	U	J	A

Four dangerous desert animals. You must know them.

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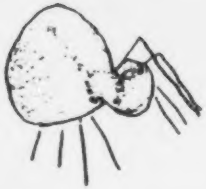
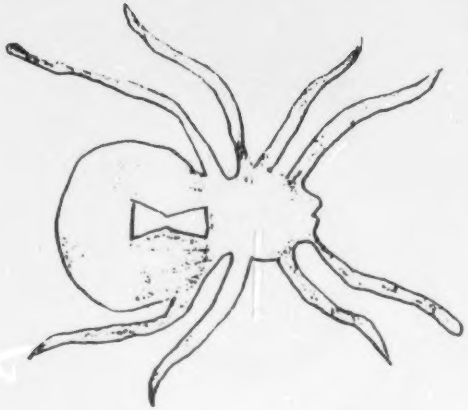
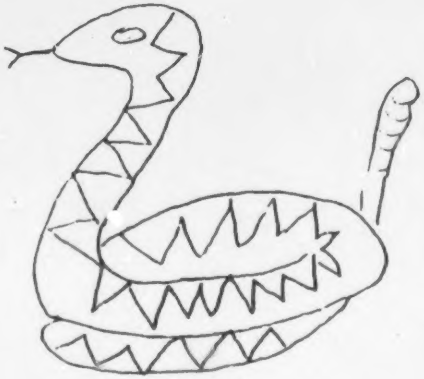




______________ ______________



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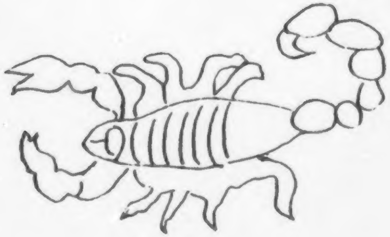

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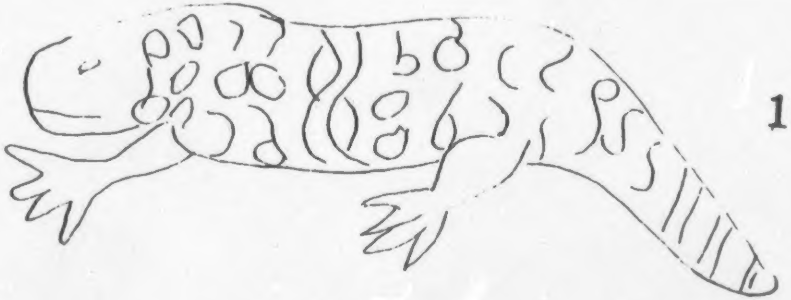
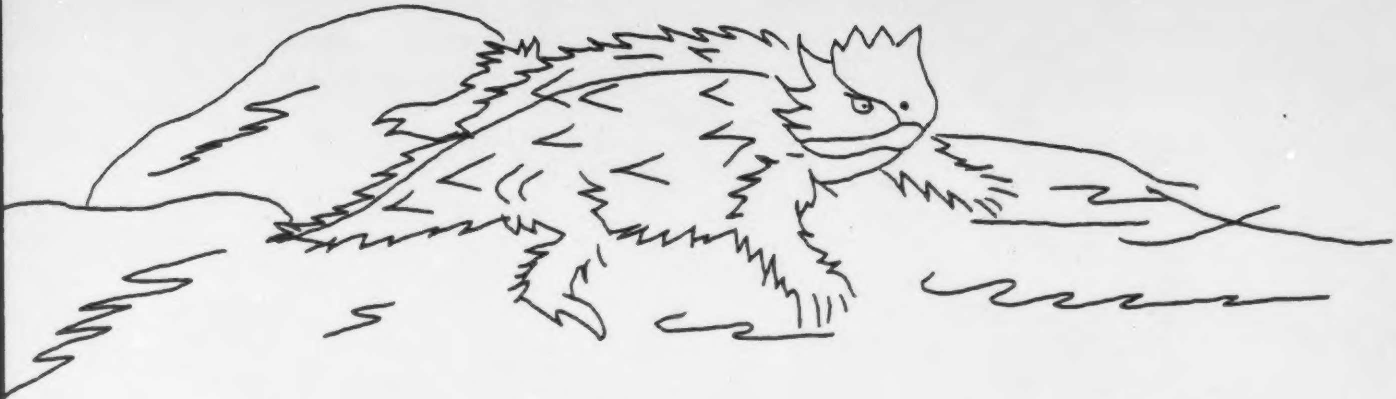


______________ ______________

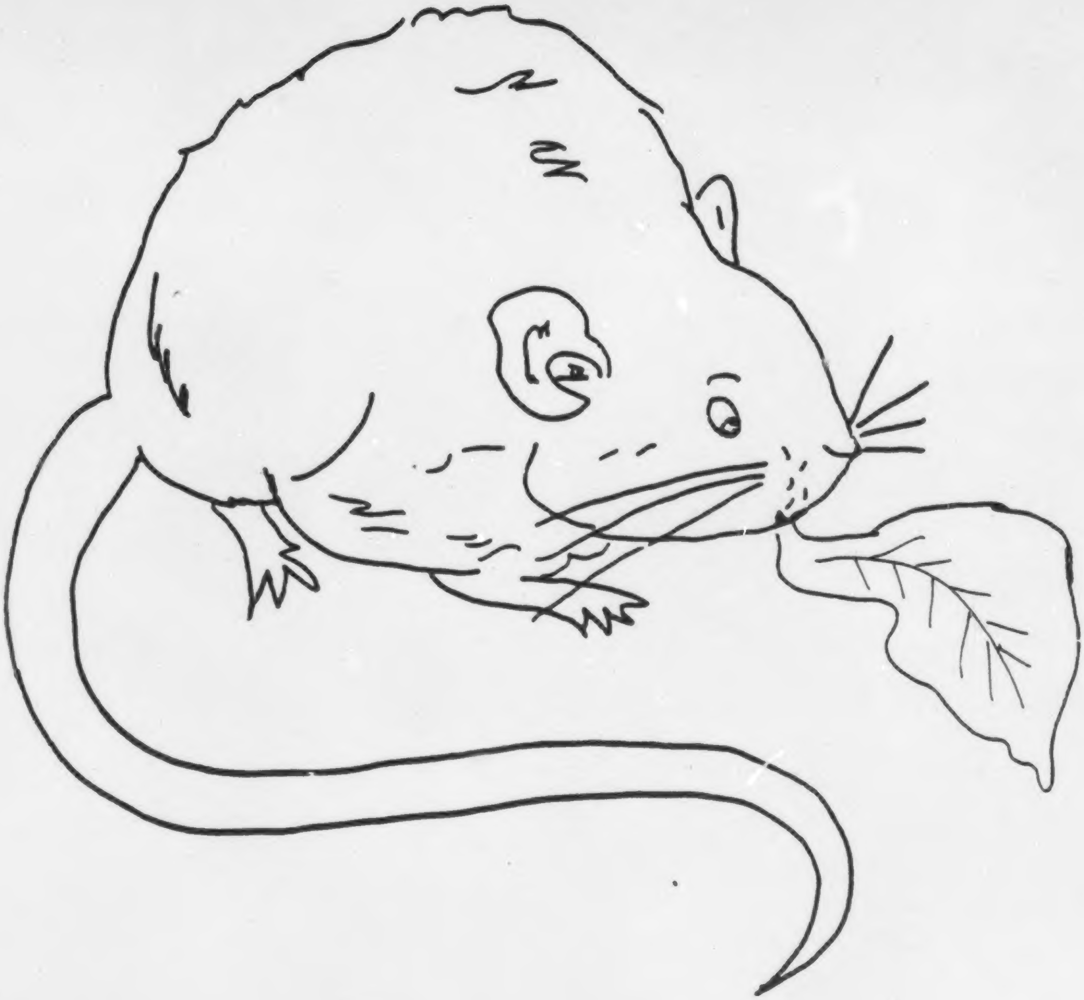
What Do You Think?



What kind of animal do you think I am?
Do you think I am pretty?
Would you want me for a pet?

WRITE A STORY ABOUT ME.

Packy Pack Rat Asks:



Arizona pack rat

Where do I live? ____________________

What do I eat? ____________________

How do I make my house? ____________________

____

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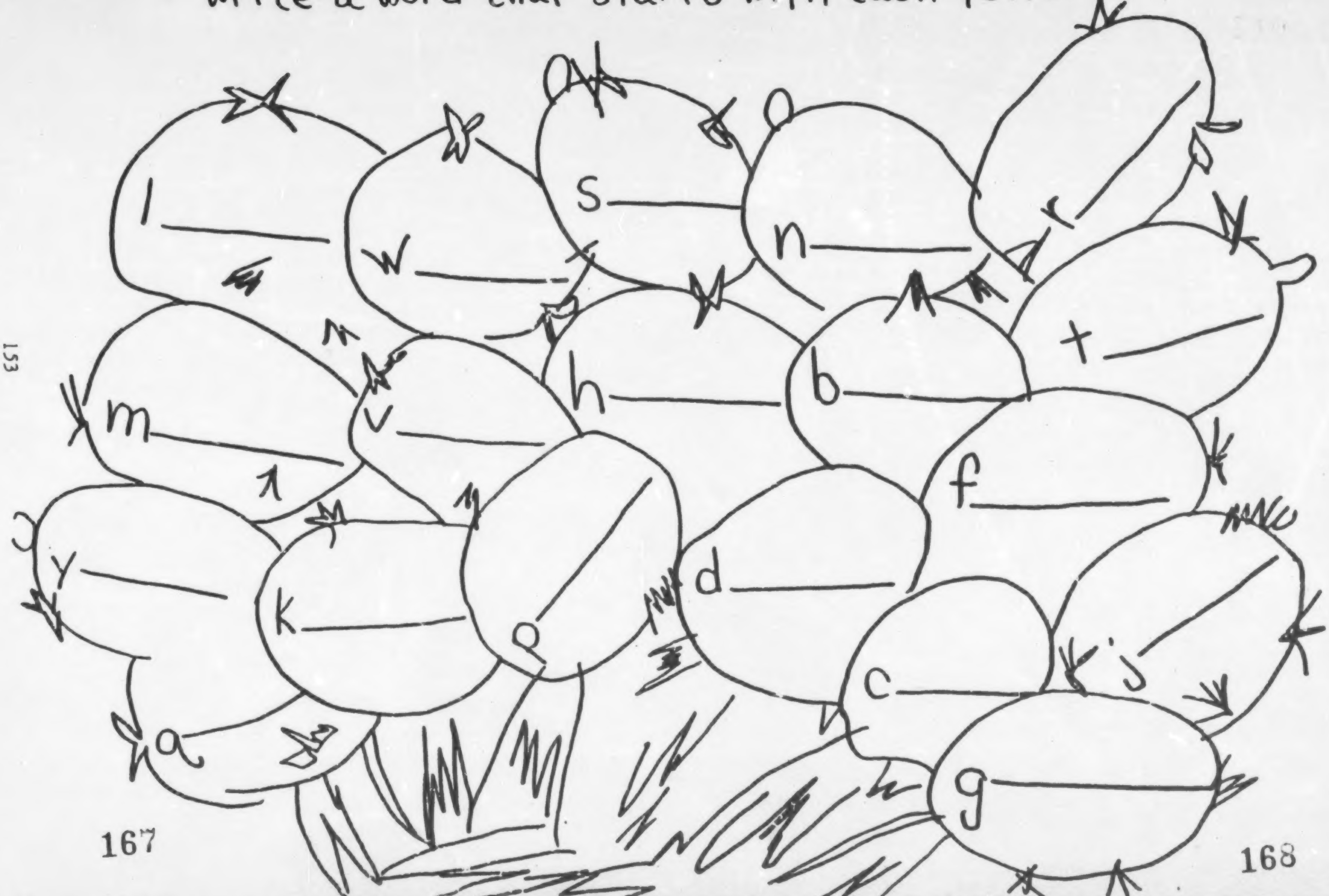
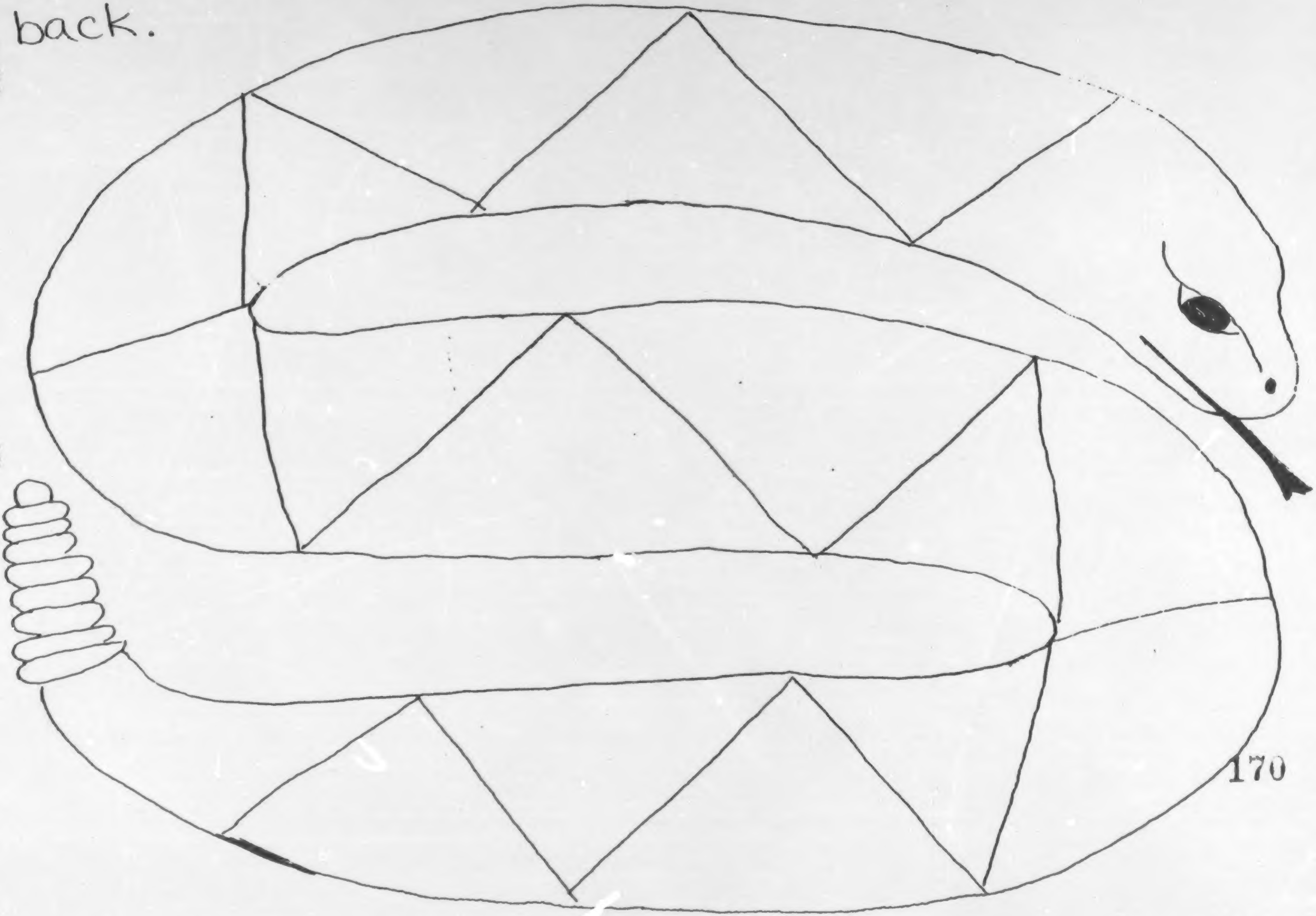
PRICKLY PEAR WORD CACTUS

Write a word that starts with each letter


l
w
s
n
r
m
v
h
b
t
f
y
k
p
d
j
c
a
g

Write a desert word in each part of rattlesnake's back.



Rattlesnake

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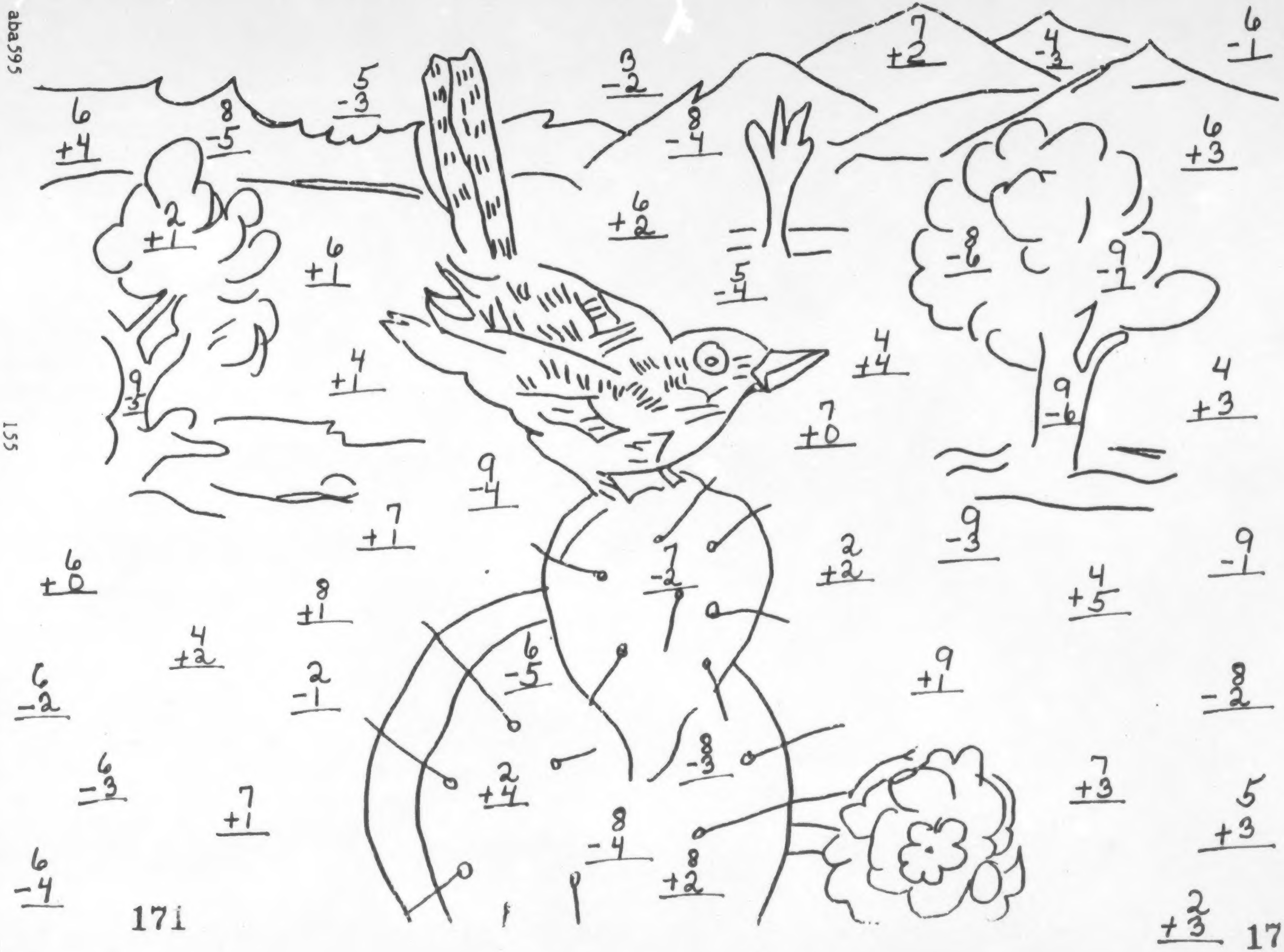
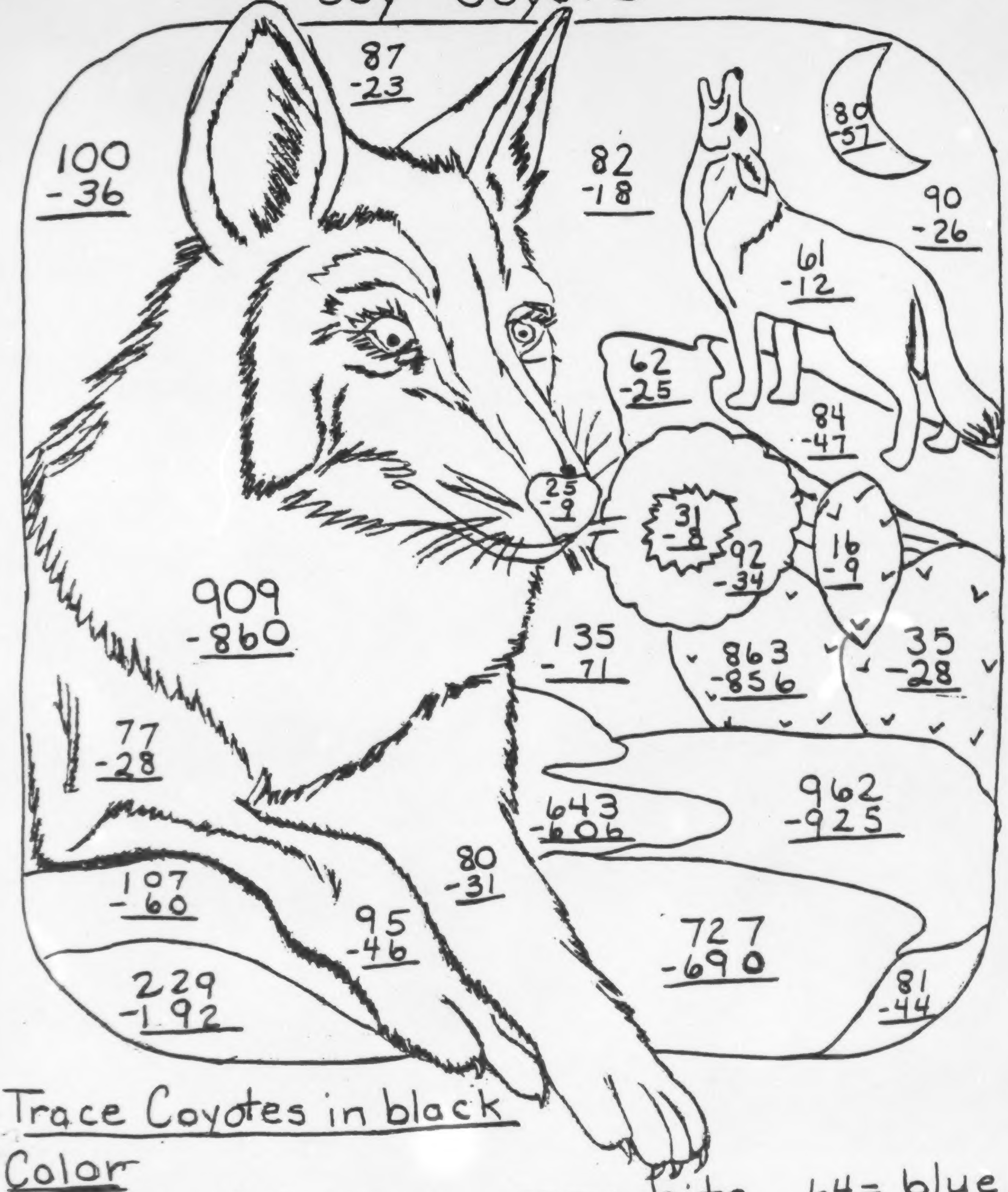
Cactus Wren's Wonderful Worksheet


7 +2
4 -3
6 -1
5 -3
3 -2
6 +4
8 -5
8 -4
6 +3
2 +1
6 +2
6 +1
8 -6
9 -7
5 -4
4 +4
4 +1
9 -5
9 -6
4 +3
7 +0
9 -4
7 +1
9 -3
2 +2
9 -1
6 +0
7 -2
4 +5
8 +1
4 +2
6 -5
9 +1
6 -2
2 -1
8 -2
8 -3
6 -3
2 +4
7 +3
7 +1
5 +3
8 -4
6 -4
8 +2
2 +3

Coy Coyote


87 -23
100 -36
82 -18
80 -57
90 -26
61 -12
62 -25
84 -47
25 -9
31 -8
92 -34
16 -9
909 -860
135 -71
863 -856
35 -28
77 -28
643 -606
962 -925
80 -31
107 -60
95 -46
727 -690
81 -44
229 -192

Trace Coyotes in black

Color

37 = light brown
49 = dark brown
7 = green

58 = white
23 = yellow
16 = black

64 = blue

aba995

156

Rattle along and count by

2's

2	4	_	8						20
22									40

5's

5	10								
	60								100

10's

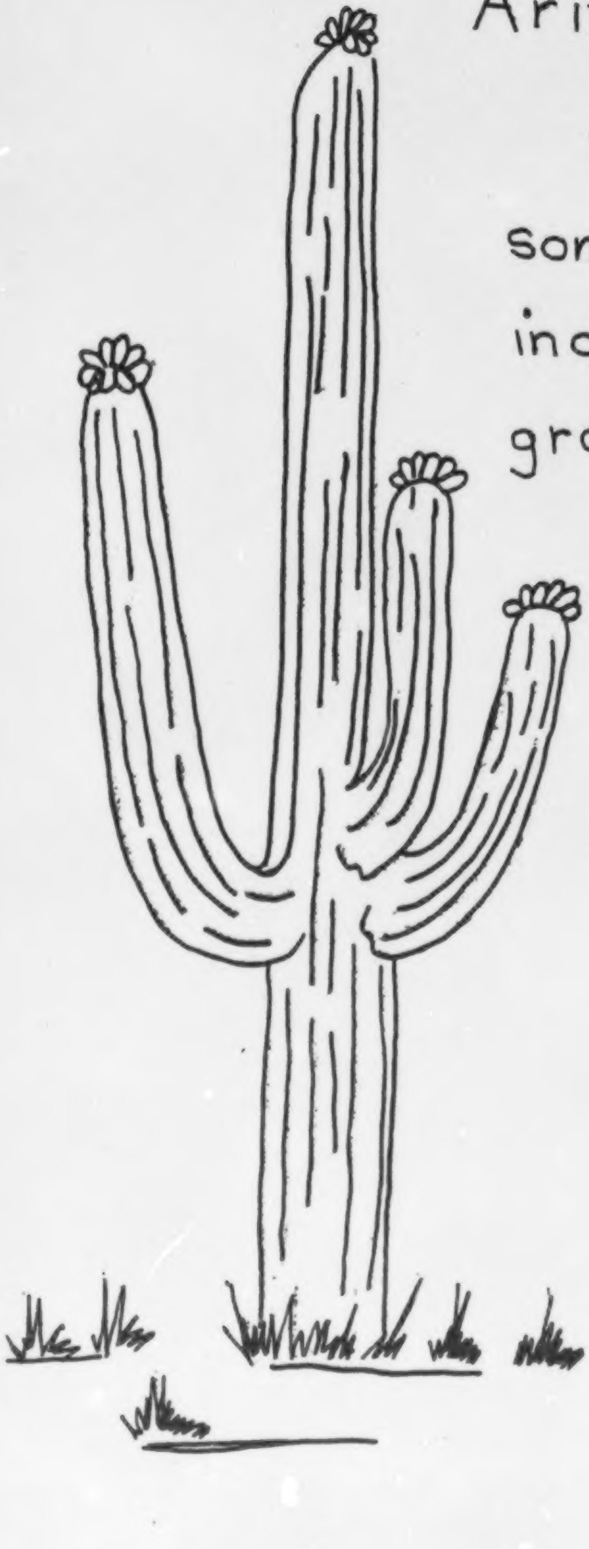
10									100

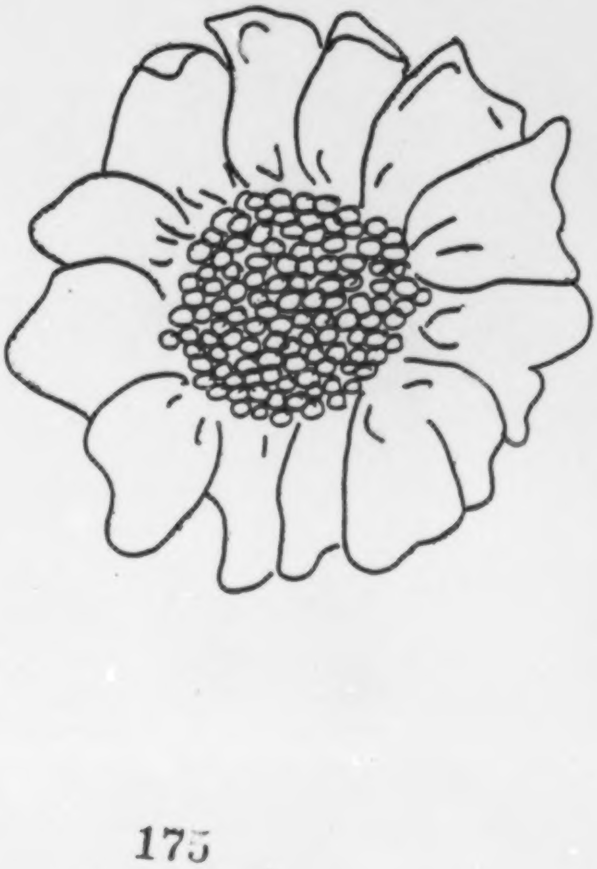
100's

100									

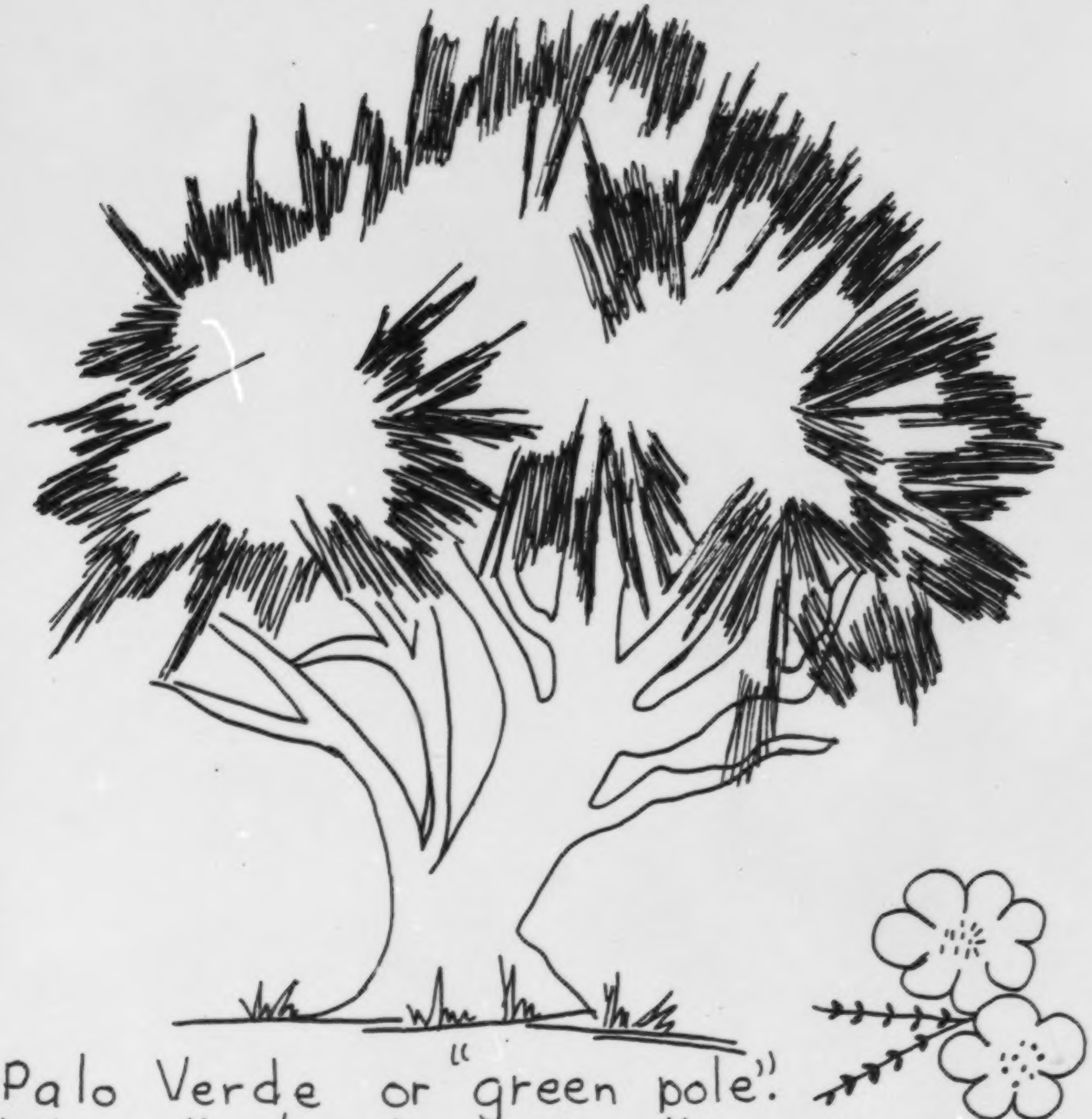
Arizona's State Flower

The Saguaro cactus sometimes grows only one inch a year. It may grow to be 50' tall.



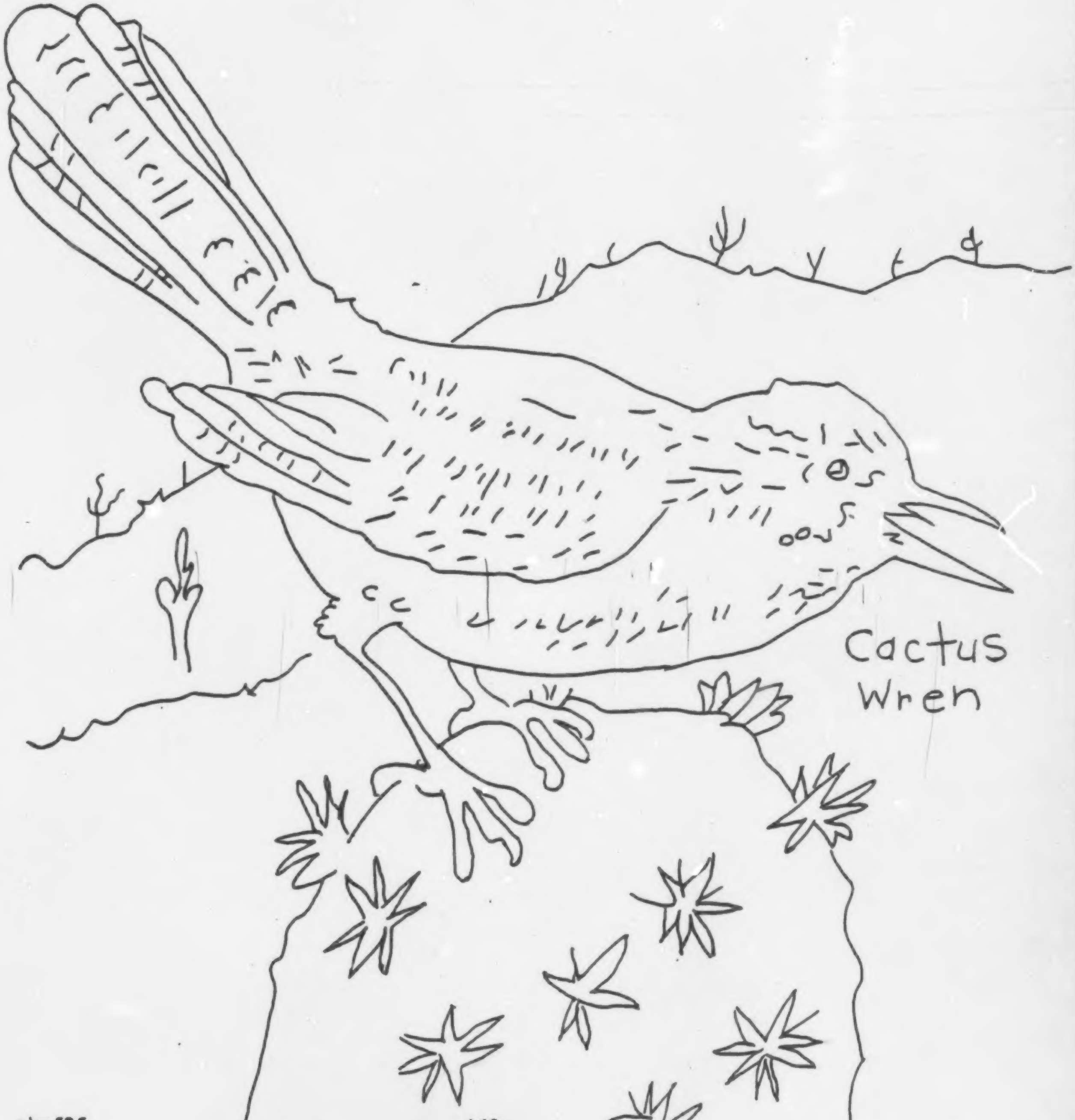


Arizona State Tree



Palo Verde or "green pole".
Like all desert plants, it must save moisture to live. It has very tiny leaves and even sheds these during a dry spell to stop evaporation.

Arizona State Bird


Cactus
Wren

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Desert Tortoise

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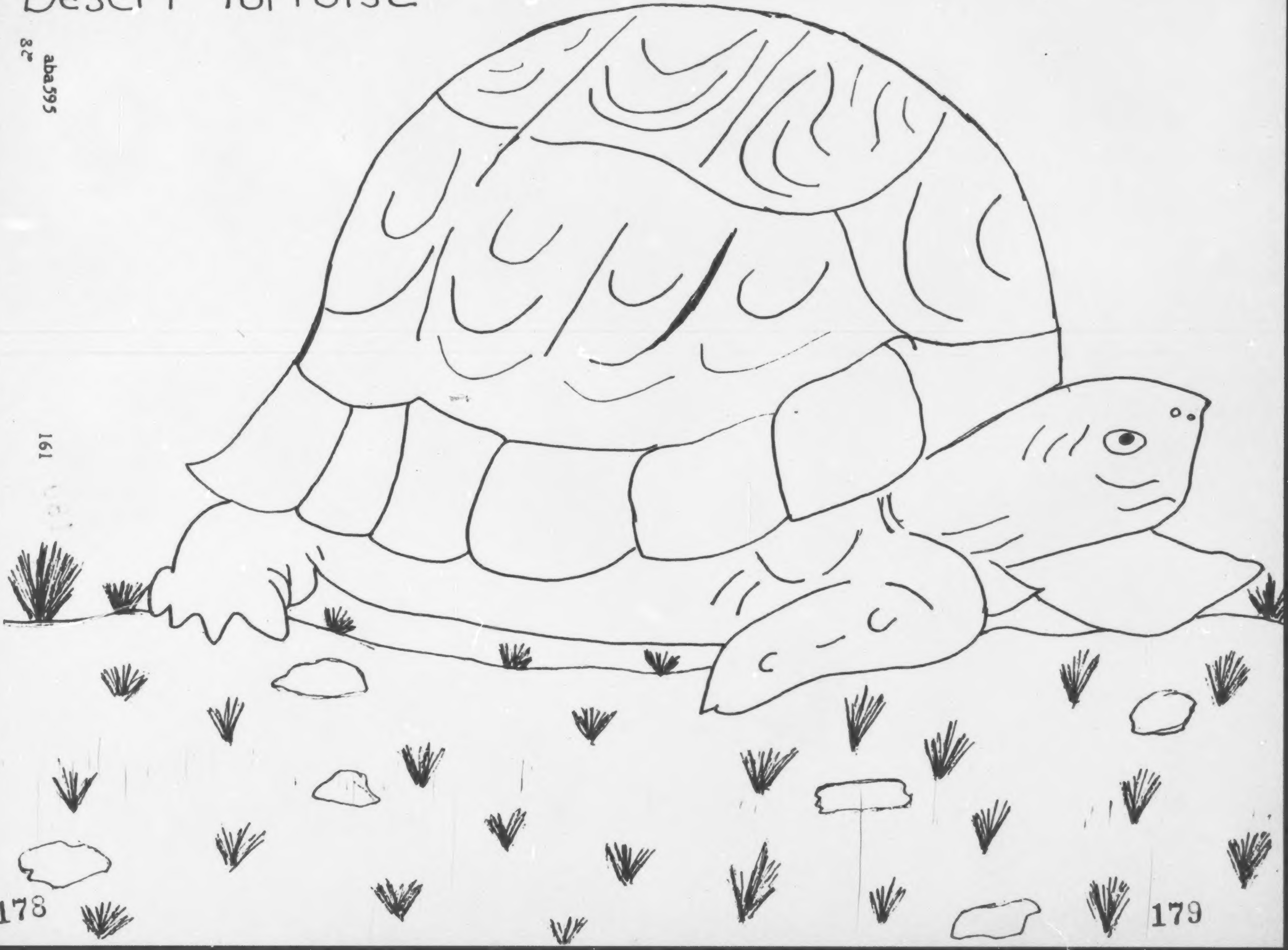
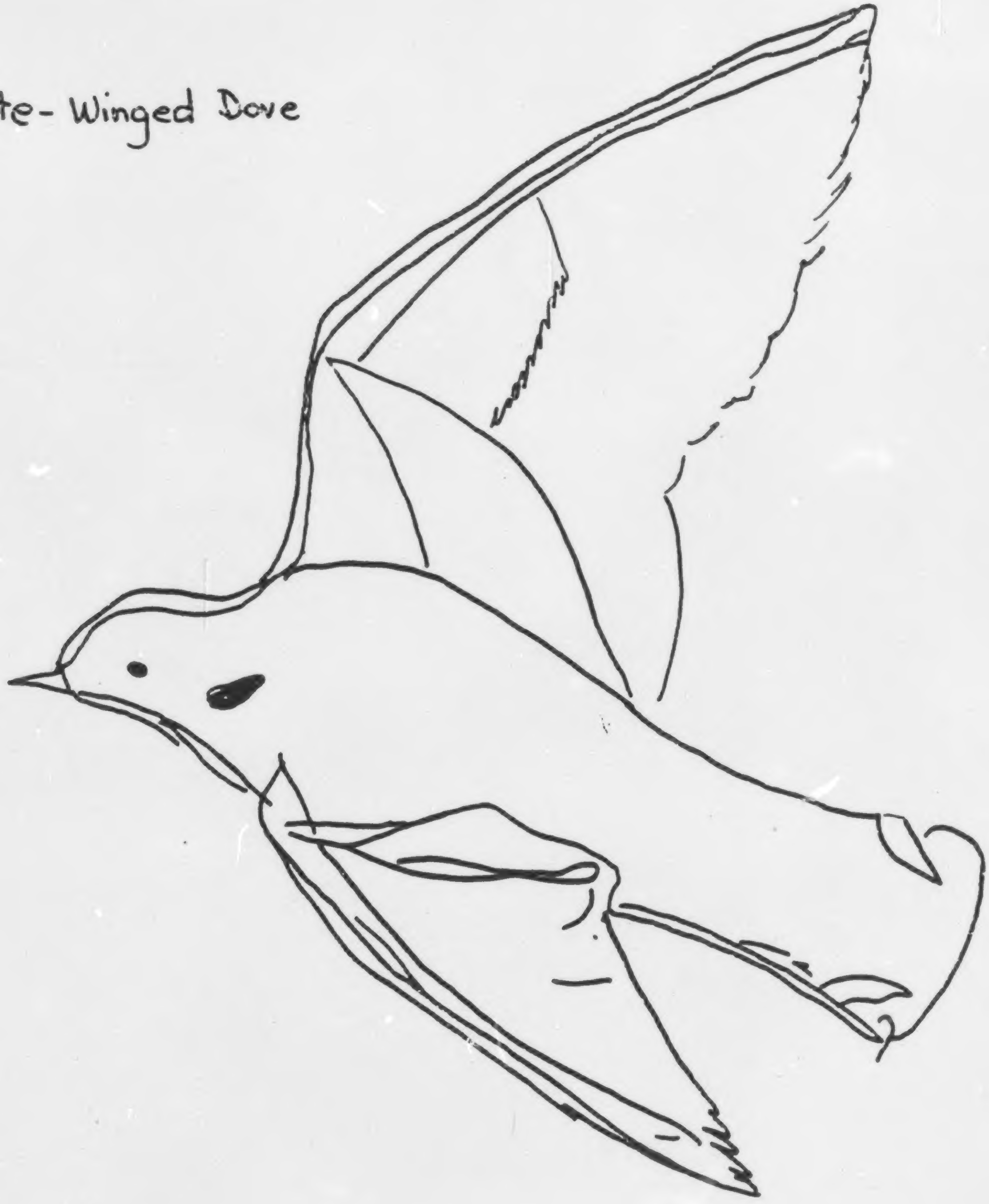
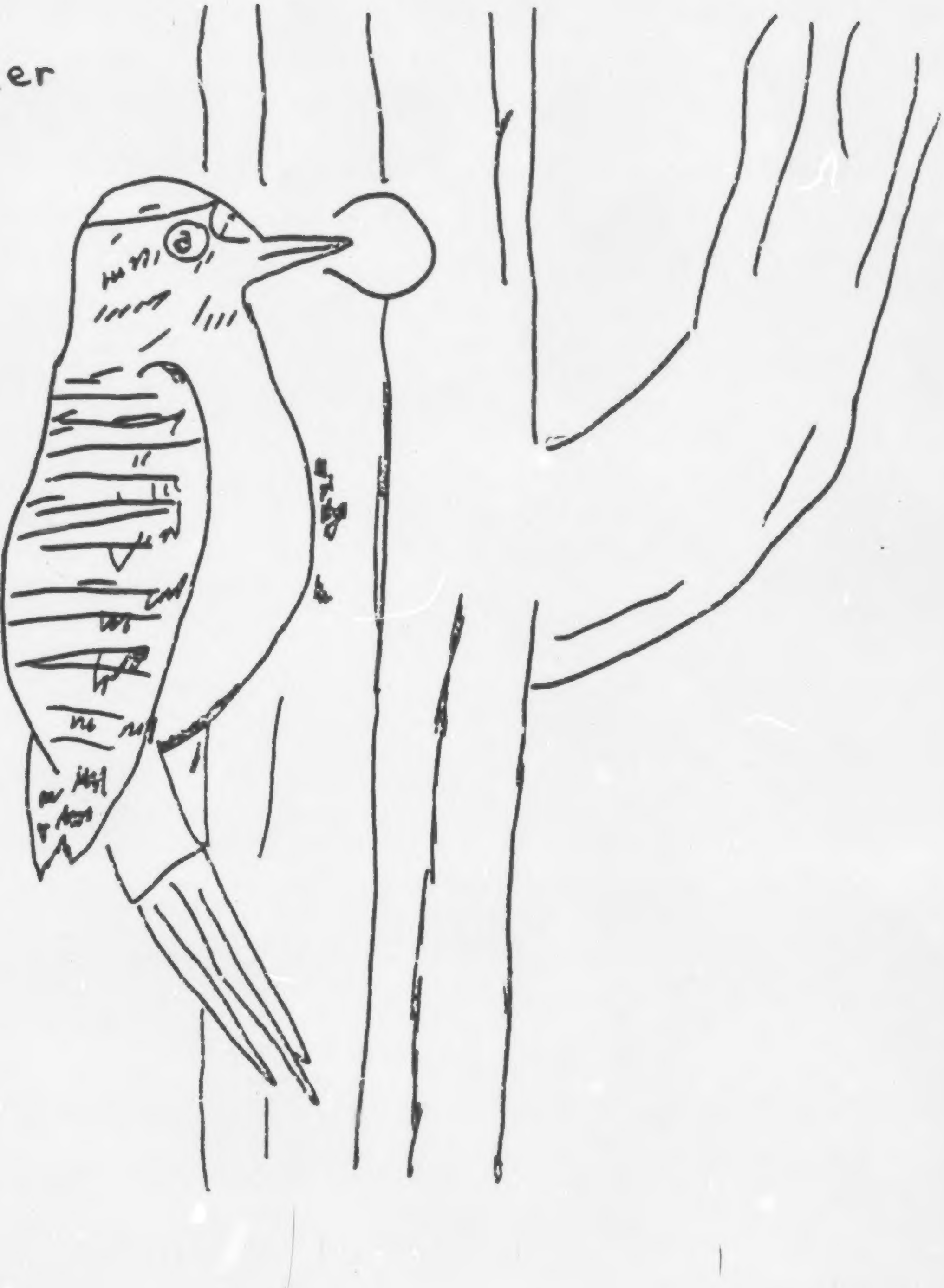
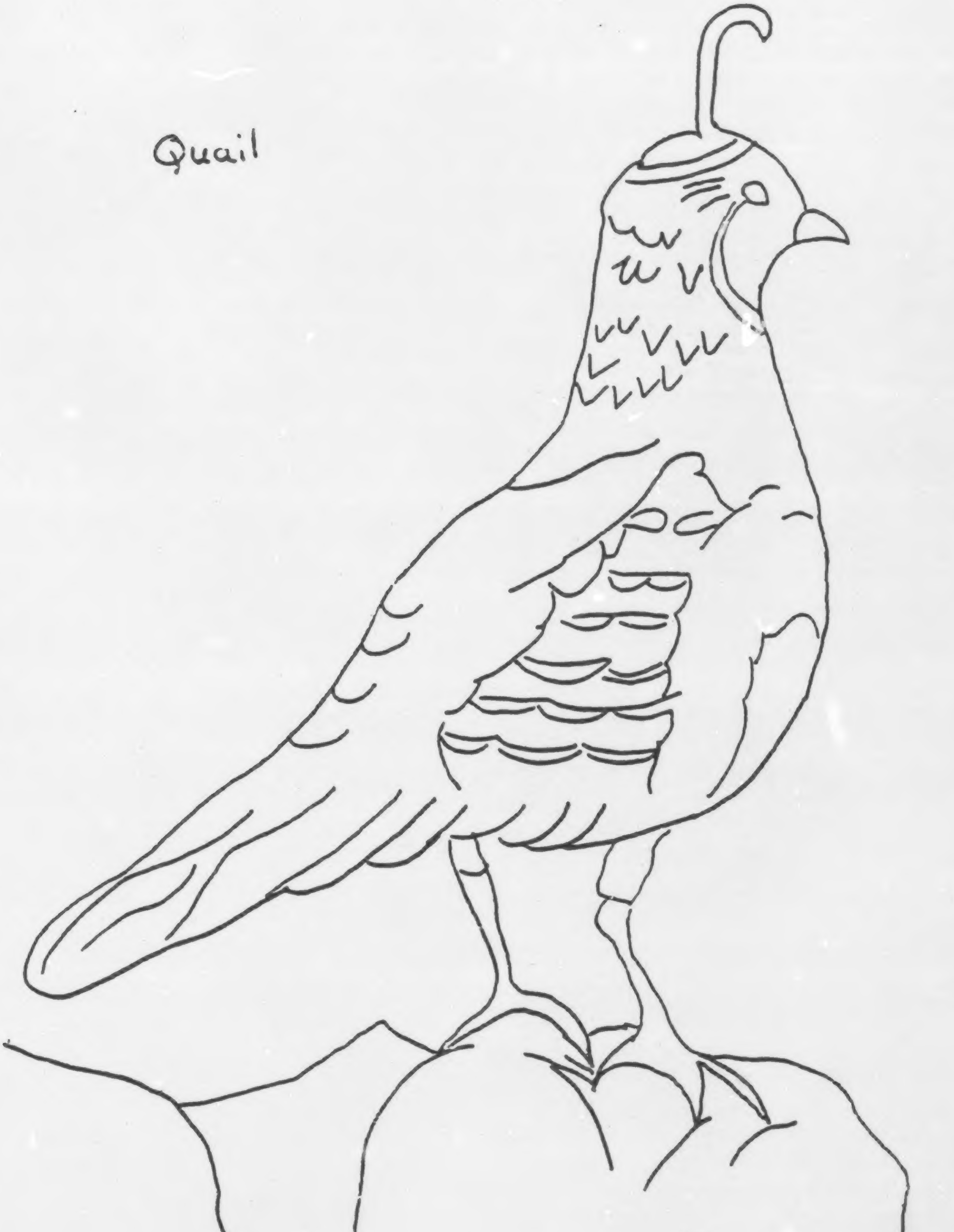


White-Winged Dove

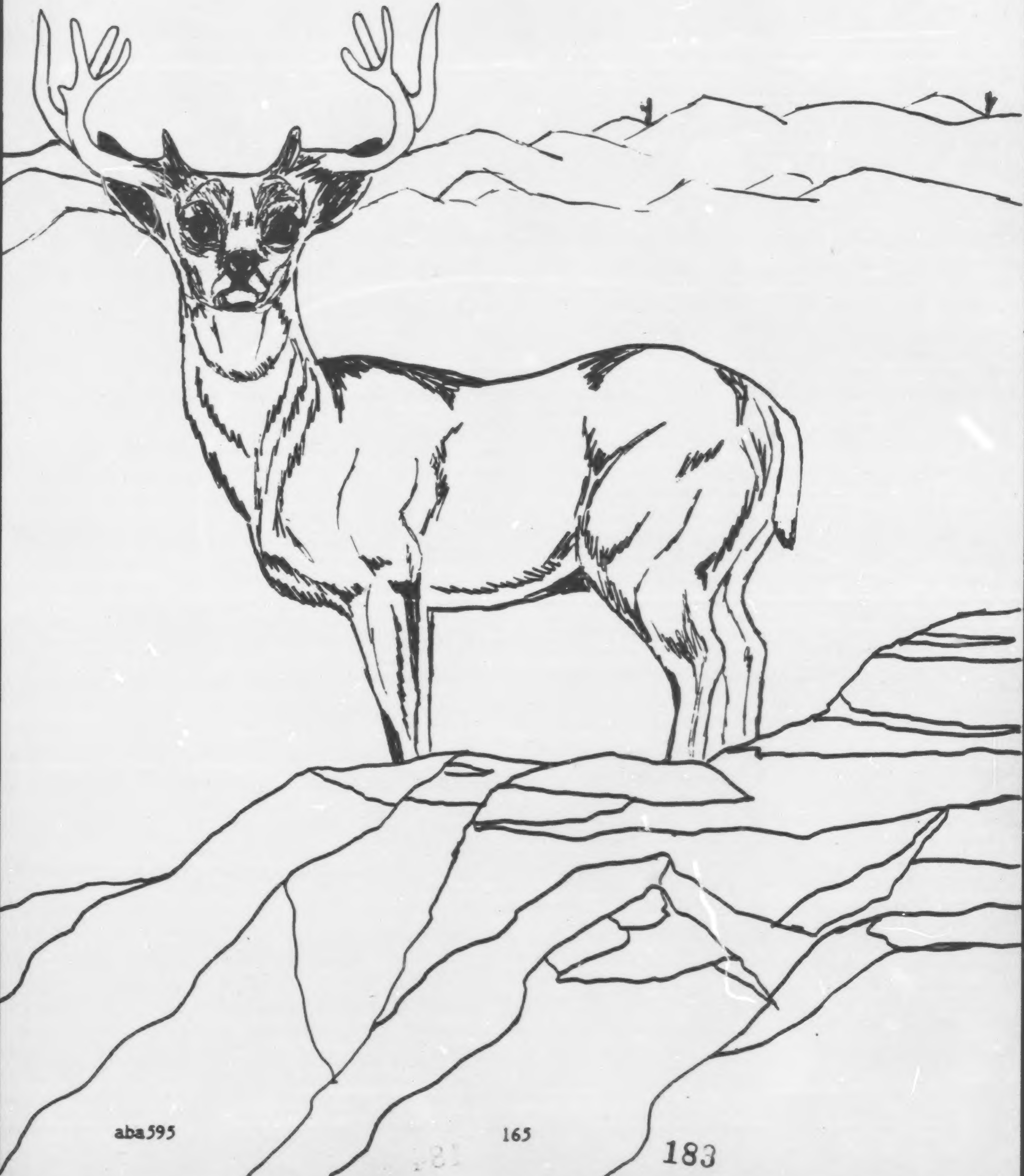


Gila
Woodpecker

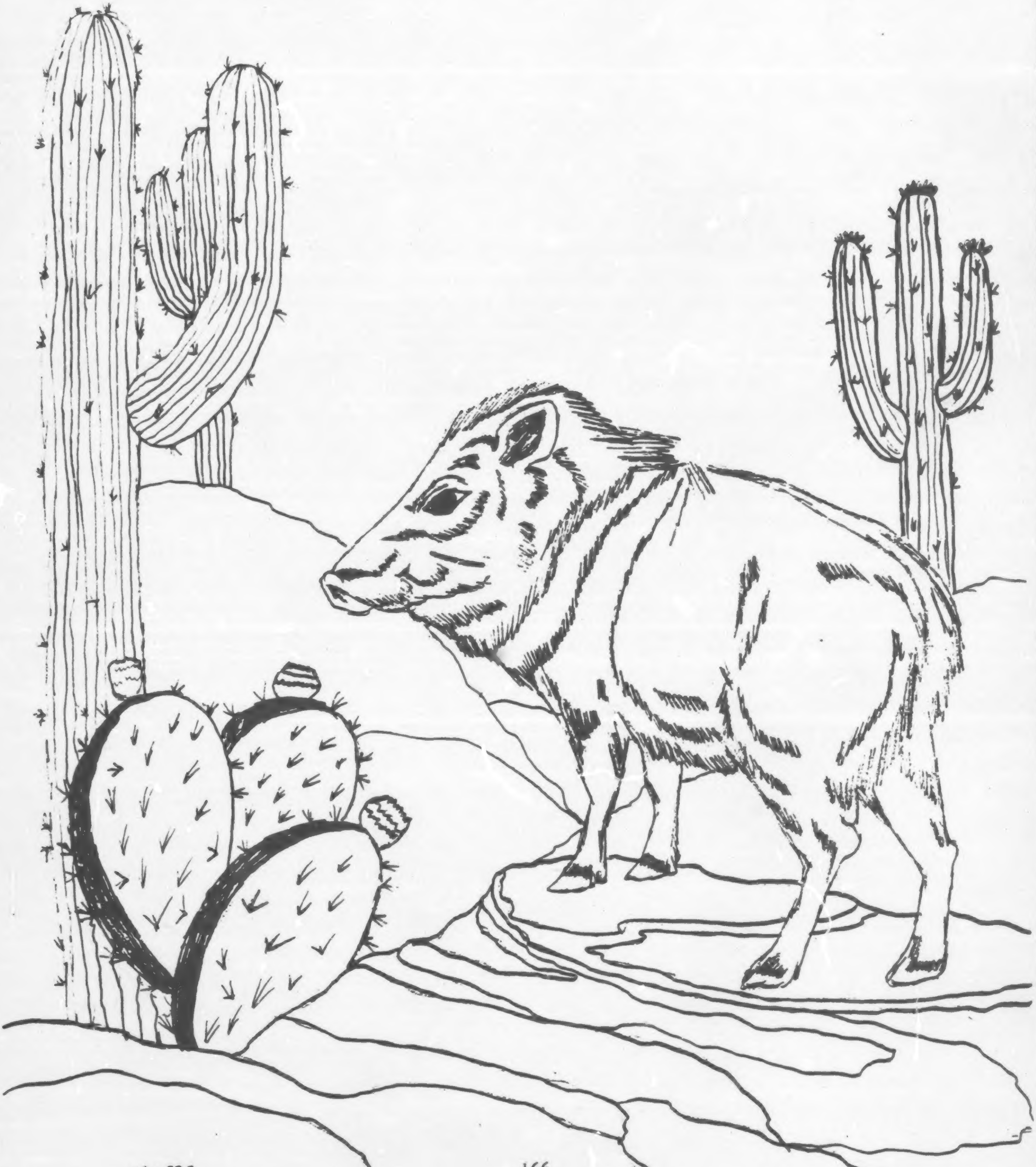



Quail

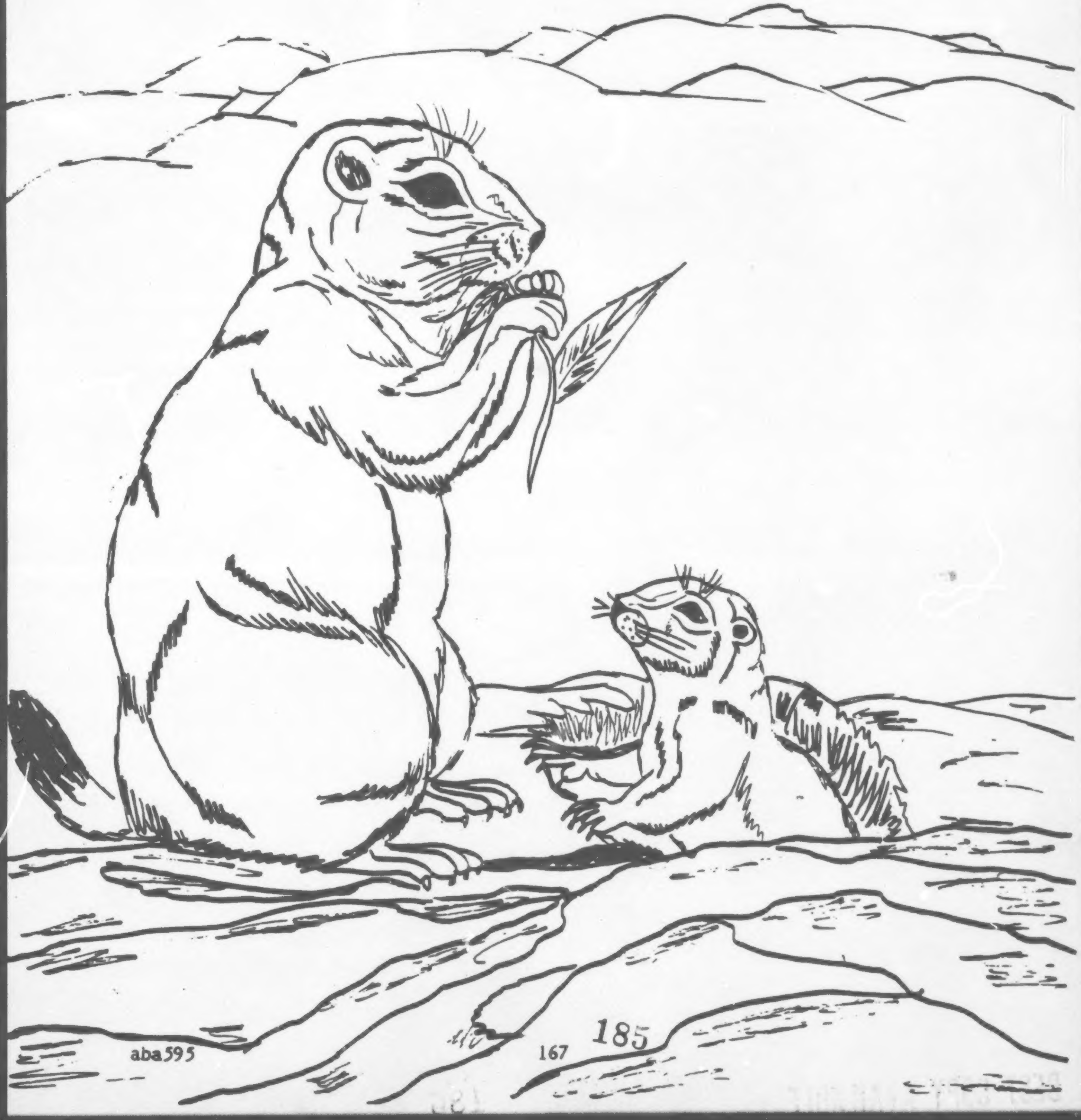
Desert Mule Deer

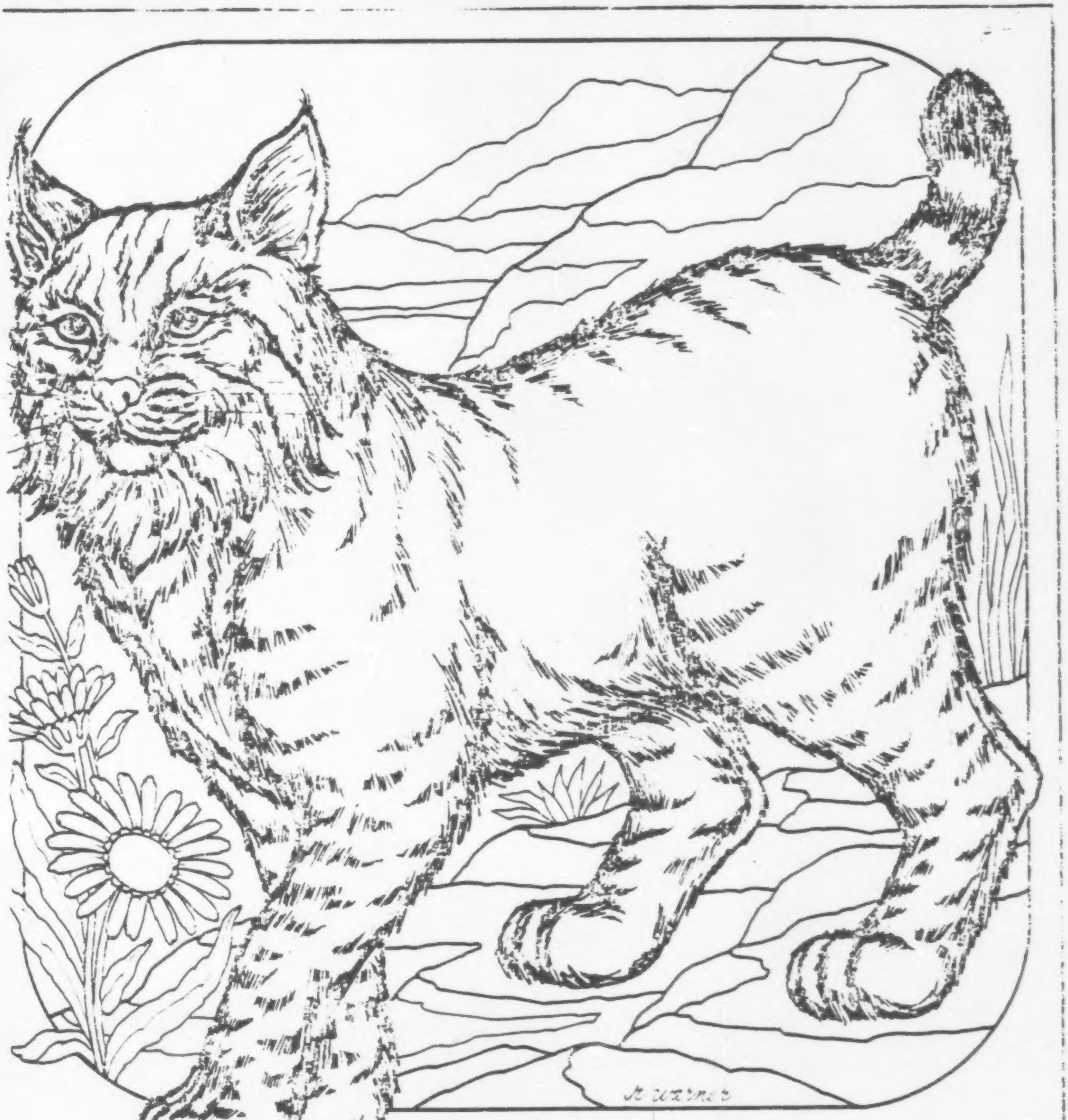


Javelina



Prairie Dog





Bobcat

The Bobcat, also called a wildcat, gets his name from his short black-tipped tail which appears to be "bobbed." He can weigh up to 40 pounds and his coat is yellowish-brown scattered with dark spots and several black "tiger" stripes. He has slightly tufted ears, a white muzzle, chin and chest and dull white underparts. Timid, sly and secretive, this chiefly nocturnal cat is seldom seen. He is an expert tree climber and keeps to rough and broken terrain, hiding among rocks and brushy thickets – his coat color aiding in his disappearance. He sneaks up on his prey with "surprise attacks." He catches rodents, birds and some insects, playing a very important role in nature's balance. Taking a Bobcat kitten can be a mistake. Their wild nature returns as they grow older. This beautiful cat should be left to play nature's role in the wild.

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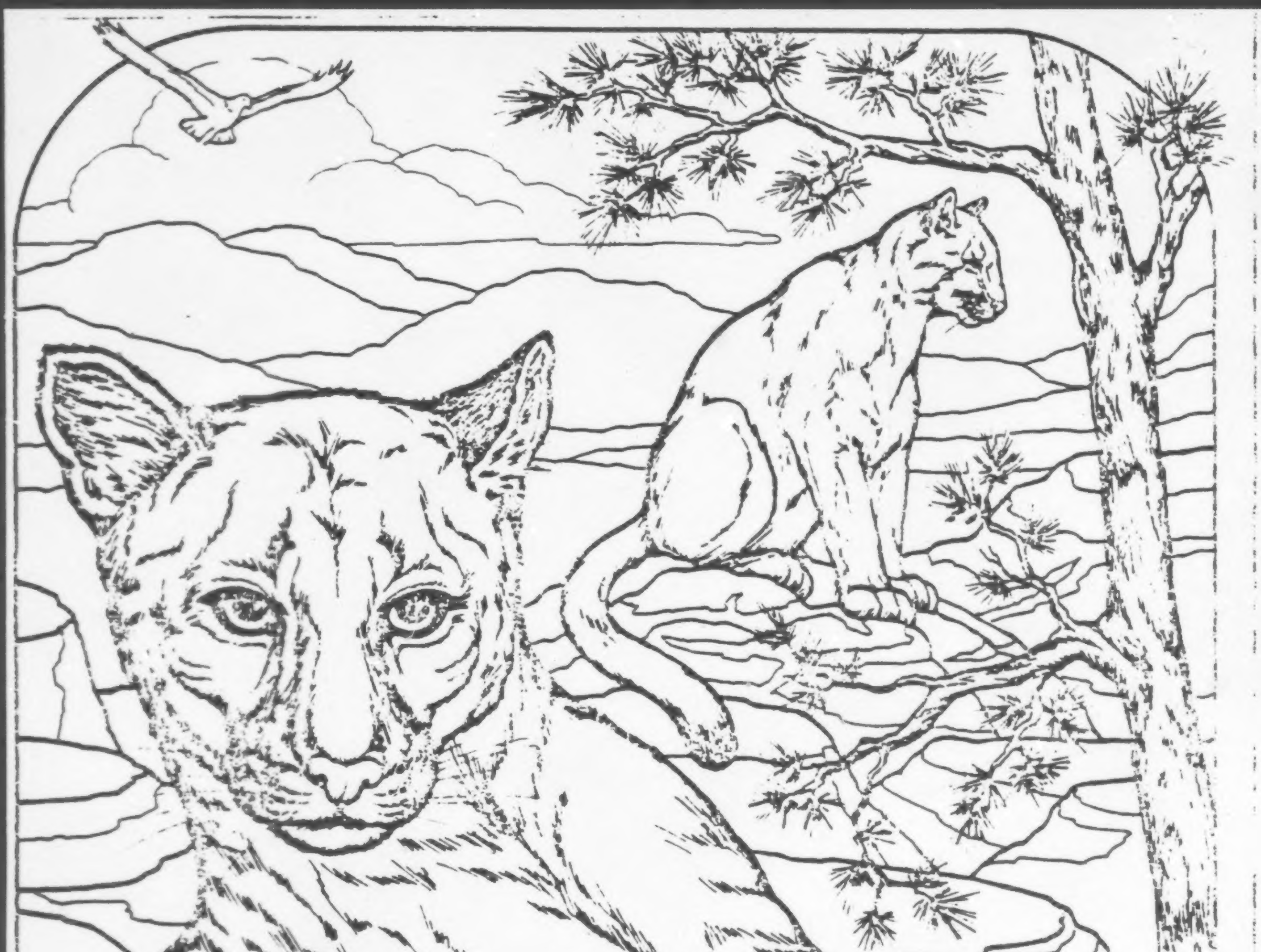

Mountain Lion

This magnificent wild beast, often reaching 8 feet long and weighing as much as 200 pounds, has been greatly diminished n number. Today he thrives in only two major areas of North America. The Mountain Lion of the great west still holds is own ground. Because of his once wide distribution throughout America, he is also known as: Cougar, Puma or Panther. He has a yellowish-brown coat with dull white underparts and a long heavy tail tipped with dark brown. His feet are very arge and the toes are armed with sharp claws. The Mountain Lion prefers the desert rimrock country, for there he can hide nd hunt to his best advantage. He stalks his prey and can leap great distances. He is a meat eating animal and beneficial o nature's balance. This bold and fearsome cat, though feared by man . . . fears man himself.

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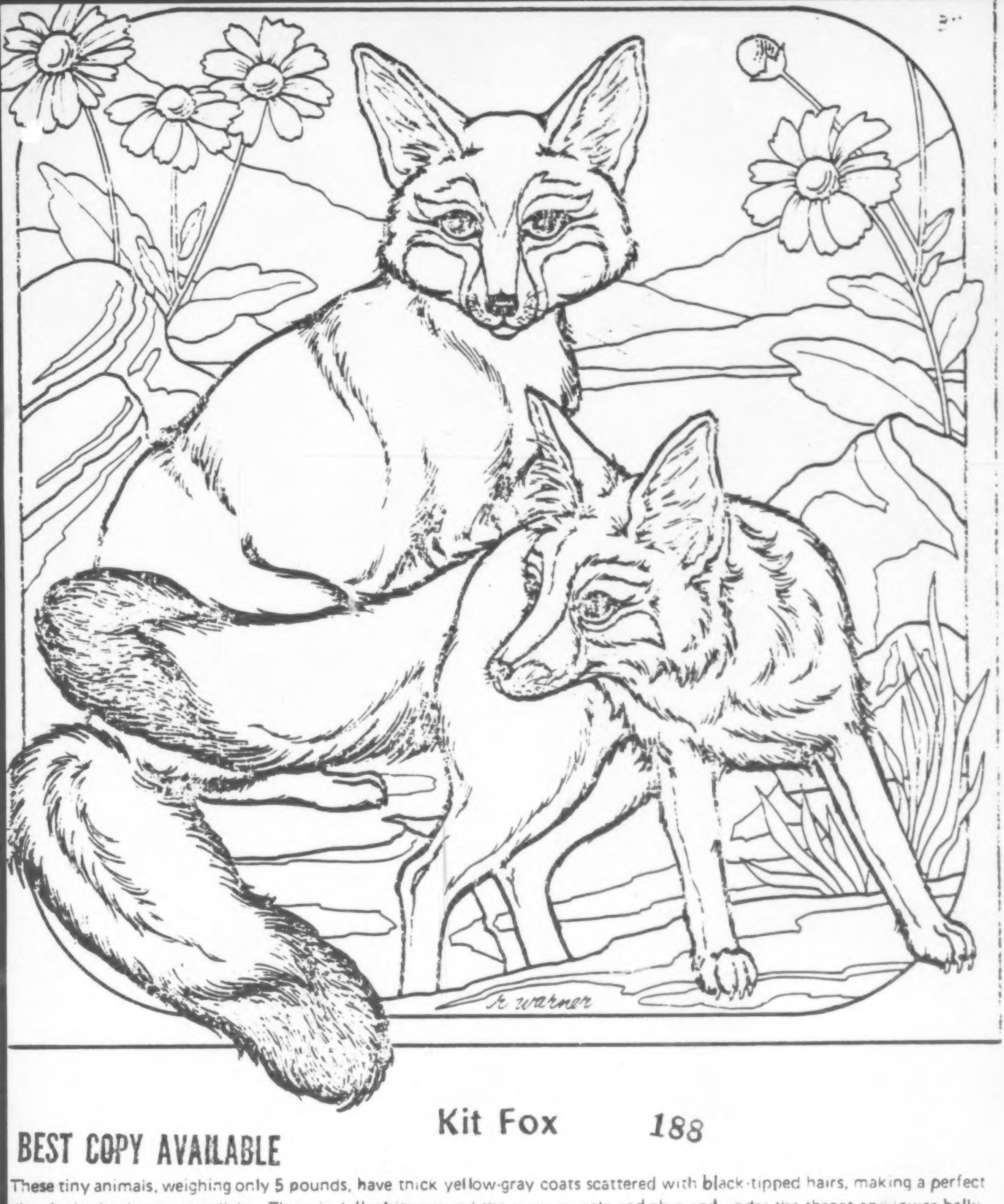

Kit Fox

188

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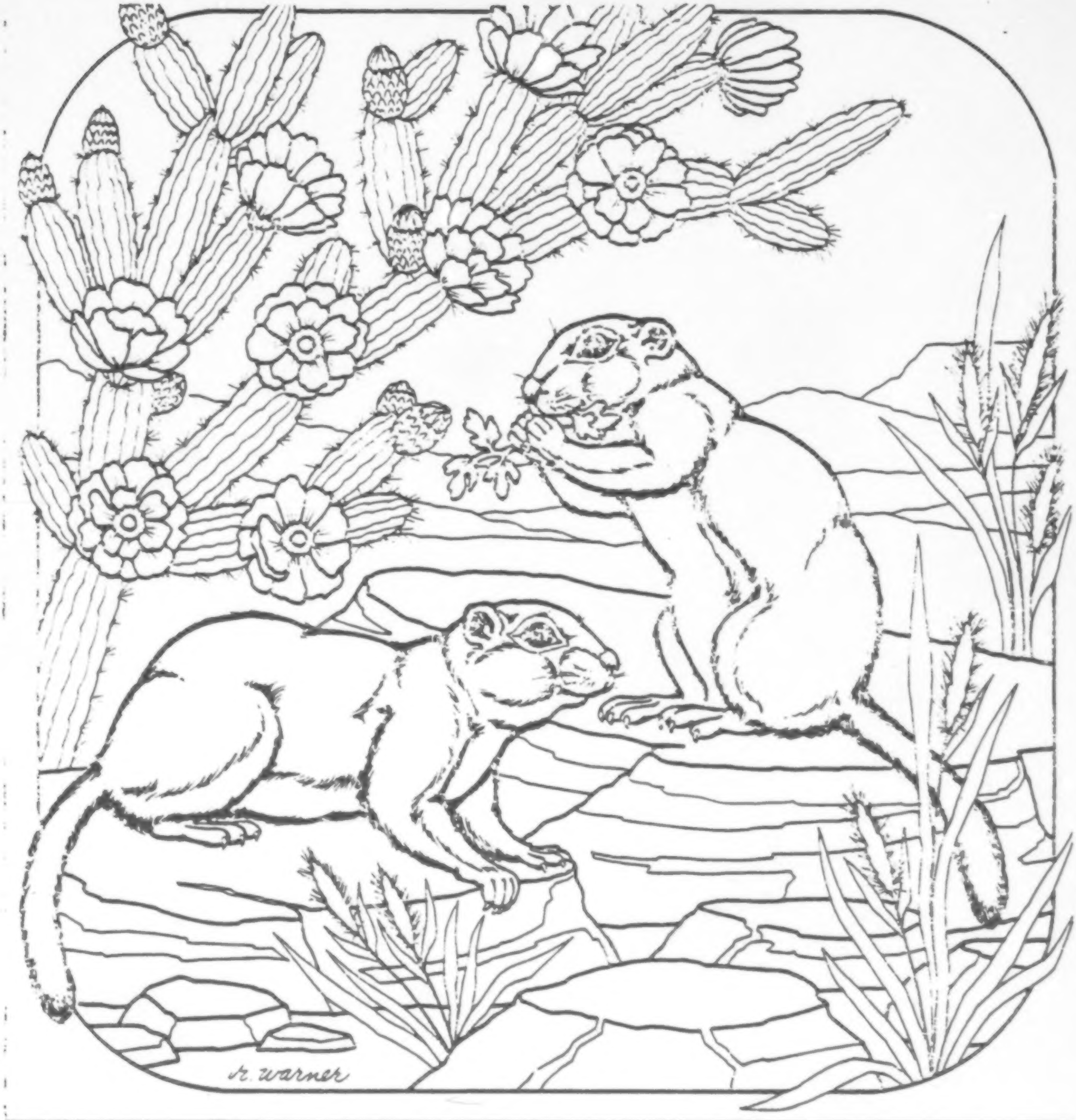
These tiny animals, weighing only 5 pounds, have thick yellow-gray coats scattered with black-tipped hairs, making a perfect disguise in the desert moonlight. There is dull white around the eyes, muzzle and chin and under the throat and lower belly. The tail is long, bushy and tipped in black and the large, sensitive ears are lined with thick hair that helps keep out sand when they burrow. Kit Foxes inhabit sandy soil of low desert country. Their homes are burrows with several entrances. They are very quick and their keen sense of hearing helps in locating dinner. Chiefly nocturnal, they prey on rodents, large insects and scorpions. These dainty desert dwellers are unafraid and quite curious about human beings. They can often be seen darting in and out of shadows on your desert walks or at a close distance from your campfire waiting for a handout



Round-Tailed Ground Squirrel

Round-Tailed Ground Squirrels are "early risers." In the cool of the morning they scurry about in search of breakfast and food for winter storage. Their soft tan color – lighter underneath and around the eyes and legs – blends well with the sandy soil and creosote flats where they live. Their round tails differ from the flat tails of many of their ground squirrel relatives. Their burrows have a front and back entrance with many underground tunnels. These timid creatures get together outside to harvest their food supply of seeds, fruits and insects – munching on berries, buds, juicy grasses and cactus on their way. Always skittering about and chattering to each other they take "picket-pin" stances to check for signs of danger. Should it arise their sharp warning whistle sends the whole group in all directions. Into their burrows they flee and may stay there the rest of the day.

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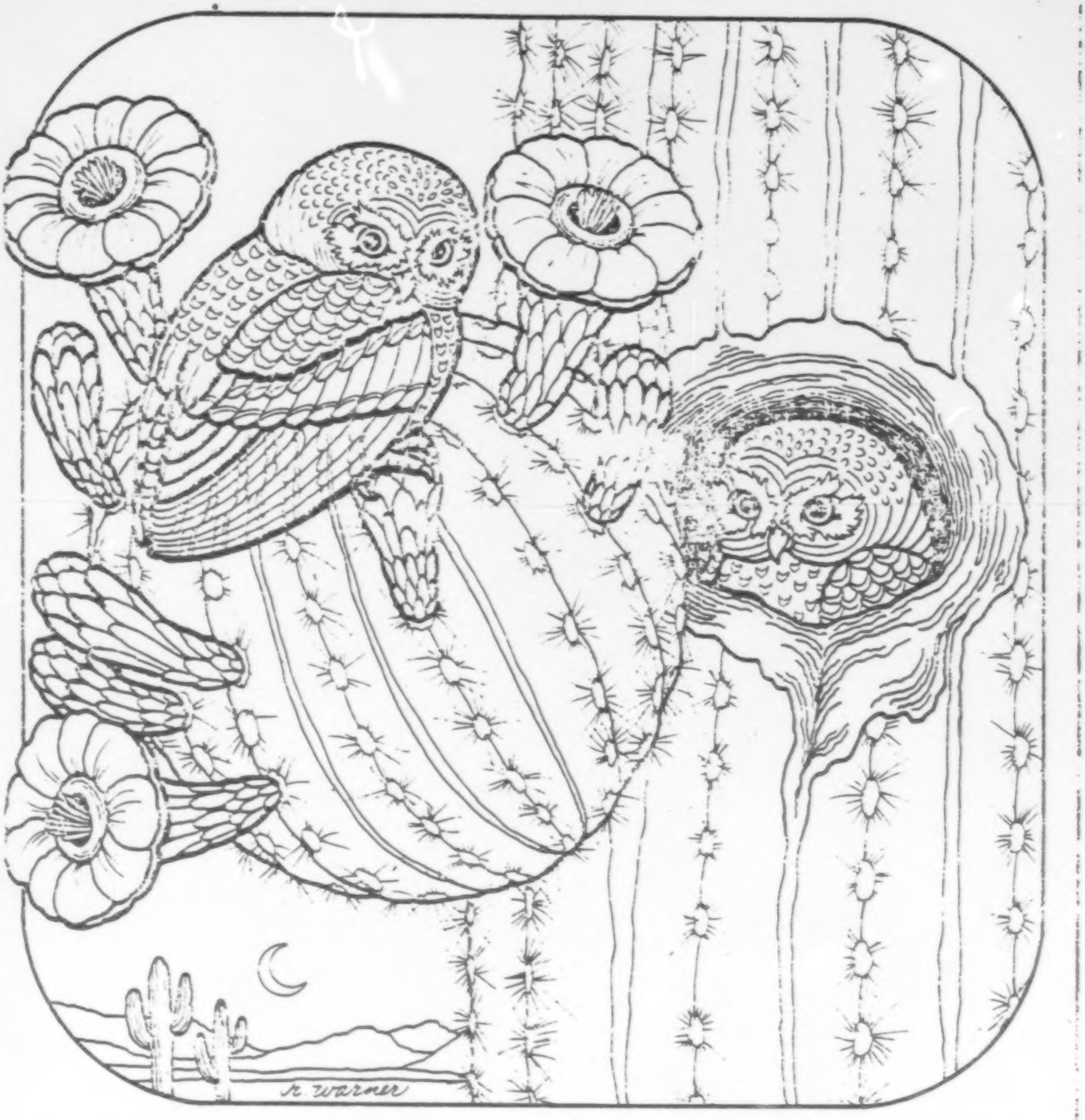

Elf Owl

These tiny owls are only 5 inches long and the smallest owls in the world. They live in the largest cactus in the United States – the Saguaro. They set up housekeeping in abandoned holes made by Gila Woodpeckers and feel quite safe in their sky-scraper homes. Their breasts are dull white speckled with light brown and their backs, wings and heads are brownish-gray with white and reddish specks. Their faces are white with "eyebrows" of white fluff. White collars edged with brown run part way around their necks. These elfin owls are "night hunters," bringing home a variety of insects – crickets, grasshoppers, moths, beetles, caterpillars, centipedes and scorpions to satisfy their enormous appetites. When the female lays her eggs, the male moves to a nearby cactus hole. He visits her and sits near her door. Together they sing a mixture of squeaks, churrs, cackles and chirps.

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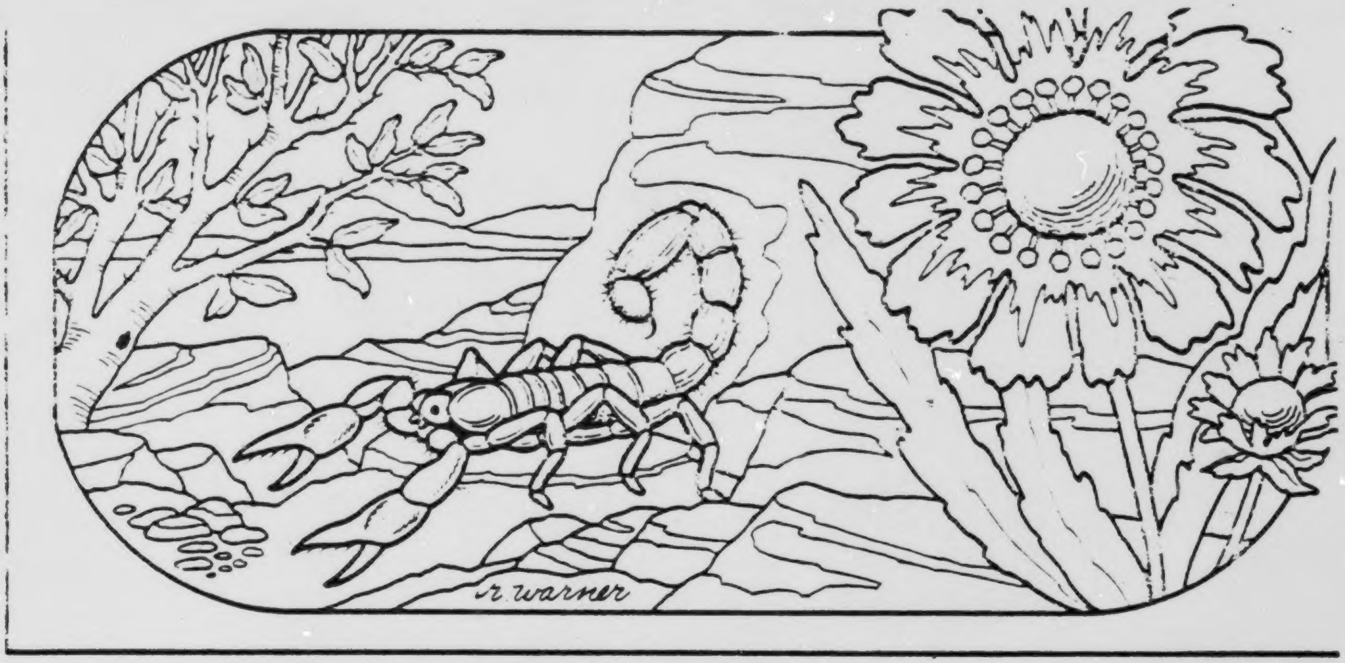
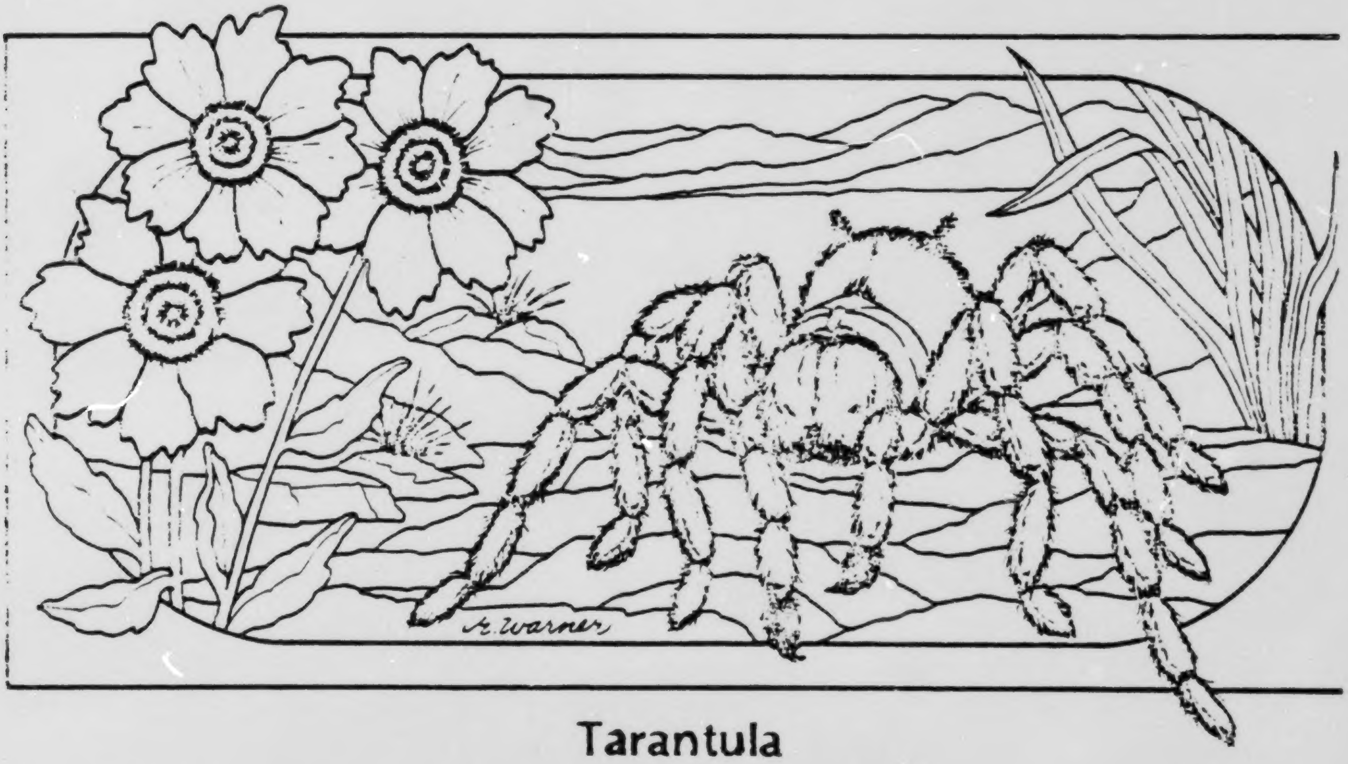


Scorpion

Ranging in size from 1 to 5 inches, the Scorpion packs a wallop in his poisonous, stinger-armed tail. The largest of the species – brown in color with tan legs, pinchers and tail – has a painful but seldom dangerous sting. The small Scorpion – straw colored and slender – is the most dangerous one. Scorpions have eight legs and two crablike pinchers. They hide under rocks during the day and come out at night to hunt spiders and insects which they catch with their pinchers and sting with their tails.



Tarantula

Largest of American spiders, the 2-inch long Tarantula has a painful bite, but it is not serious. He does not bite unless he is annoyed. He is brown and has a protective hairy covering [illegible] s prickly to the touch. By day he sleeps in a web-lined hole in the ground and by late afternoon he emerges and moves quickly across the desert in search of his favorite snack – large beetles. Tarantulas are helpful to man because they eat many insects that are harmful to plants and crops.

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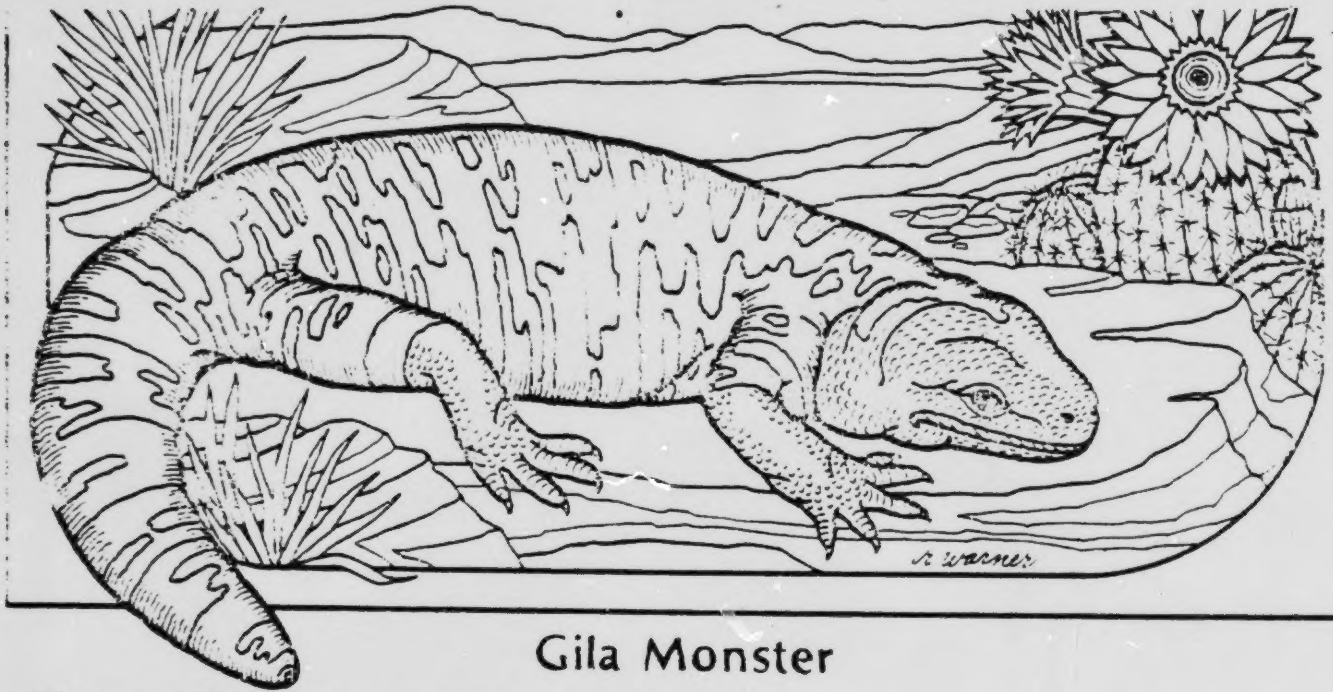
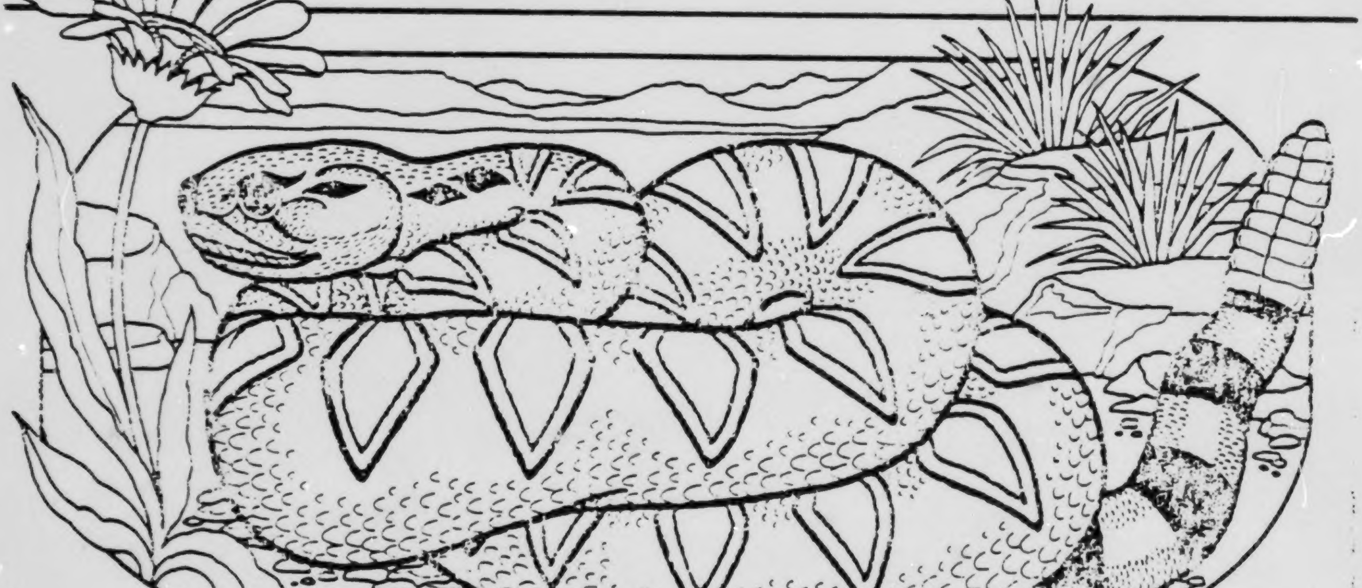


Gila Monster

Gila Monsters, largest lizards in North America, are very deadly poisonous. Growing up to 2 feet long, they are black and pale pinkish-orange in color. They live in dry desert flats or canyons and prowl in the early morning or at dusk, hunting their favorite food – lizards' eggs. They also like birds' eggs, small rodents and scorpions. They bite quickly and hang on tightly, forcing poison into the wound. But they won't attack if left alone. They are rare and protected – it is against the law to destroy one.



Western Diamondback Rattlesnake

Very dangerous, this poisonous 6-foot "rattler", when disturbed, usually coils up and rattles a warning – but not always! When cornered, he will certainly strike. Hibernating in winter in a deep, dark crevice, he crawls out in early spring to hunt for rodents and lizards. He is active all day until the heat of summer – then he retreats to a shady spot and becomes an active night prowler. His yellowish-gray body has dark brown diamonds trimmed in dull white and black rings on his white tail.

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Wooton, Anthony. Spiders. Oakland, California: A & P Books, Worzalla Publishing Company, 1979.

FILMS

A Day on a Mountain
Wildlife - Our Threatened Heritage
Cottonwood
Survival
Spirits on the Wing
Deer in Arizona
Birds in Arizona
Javelina in Arizona

FILMSTRIP

The Ways of Animals

SLIDE PROGRAM

Large Mammals of Arizona

The above films are available with a two-week notice contacting:

AVAILABLE	Arizona Game and Fish Department	
Region I	Box 387, Pinetop	336-4342
Region II	310 Lake Mary Road, Flagstaff	774-5045
Region III	1420 West Beale Street, Kingman	753-3300
Region IV	3005 Pacific Avenue, Yuma	344-3436
Headquarters	2222 West Greenway Road, Phoenix	942-3000
Region V	416 West Congress, Tucson	628-5376
Region VI	6330 East Main, Mesa	981-9400

SUPPLEMENTAL INFORMATION

1. Arizona Association for Learning In and About the Environment. Post Office Box 41551, Phoenix, Arizona, 85080. Excellent packet provided for environmental uses.

2. Arizona Senora Desert Museum, Tucson, Arizona. Excellent resource for speaker, zoo mobile and field trips.

3. Environmental Improvement Days - 4H. John Stair, Extension Specialist, Cooperative Extension Service, 4201 East Broadway, Phoenix, Arizona, 85040, (602) 255-5080.

   Have your principal contact the Extension Specialist and arrange an Environmental Day. Ten to fourteen stations will be set up and a wide variety of people will present "The Desert Experience" bringing live animals and plants to your school. Small groups will get hands-on experience.

4. Oracle Wildlife Refuge, P. O. Box 429, Oracle, Arizona, 85623. Excellent resource for speakers and field trips. Contact Bob Hernbrode to arrange workshop for teachers early in the school year.

5. Project Learning Tree. The American Forest Institute, Inc., 1619 Massachusetts Avenue, NW, Washington, DC, 20036, pp. 190. Excellent resource book with lesson plans and units.

We wish to give credit to MC Creations in Mesa, Arizona for the illustrations found on pages 168-174 in this unit. The illustrations can be found in the book Desert Wildlife of the Southwest by Rita Warner. This book can be obtained from the Instructional Materials Center, 3116 South Mill Avenue in Tempe, Arizona. Their phone number is (602) 967-0781. The price is $1.00.

PART II

INTERMEDIATE LEVEL 4-8

THE SOLAR SYSTEM

MIGRANT INSTITUTE 1983

Karen Fahy - Dysart District #89
Martha Garcia - Somerton District #11
Stacy Herzberg - Phoenix Elementary #1
Jan Johnson - Paloma District #94
Elizabeth Ruiz - Avondale District #44

INTERMEDIATE LEVEL

THE SOLAR SYSTEM

GOAL

To familiarize students with the planets in our Solar System and to be able to identify some of the properties of the planets.

OBJECTIVES

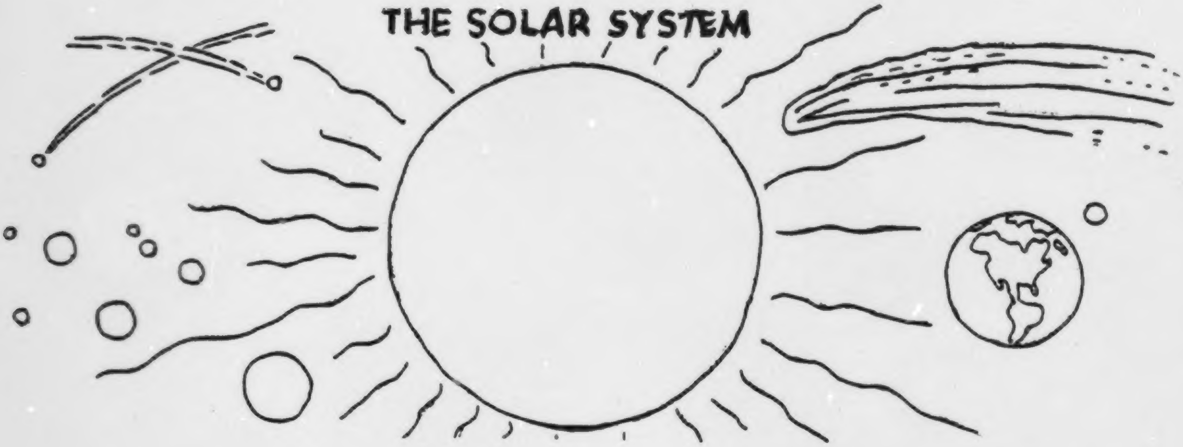
1. The child will be able to identify the nine planets.
2. The child will be able to realize the similarities and differences between the planets.
3. The child will do activities involving Language Arts, Creative Writing, Math, and Oral Language.

INTRODUCTION TO UNIT

Our solar system consists of nine planets and the sun. This unit will provide information on each planet and common properties that belong to the planet.

Our unit consists of Language Arts, Creative Writing, Math, Oral Language, and Art Activities. We have divided the activities into these categories.

THE SOLAR SYSTEM



Our sun, or daystar, is the center of a family of planets. You live on one of these. What is it called? The planets depend upon the parent sun for their light and heat. Without the sun they would be cold, dark bodies. Because of the gravity of the sun, they move about in space in a very orderly manner.

There are two different groups of planets in this great family. The minor planets are of small size and are near the sun. They have solid surfaces. Mercury, Venus, Earth, and Mars belong to this group. The large ones, or the major planets, are very far from the sun. They are Jupiter, Saturn, Uranus, and Neptune. The latest planet to be discvoered by astronomers is Pluto. This planet is so very far away, we do not know much about it. Most of the planets have moons or satellites traveling around them.

Between the orbits of Mars and Jupiter are some very small solid bodies called asteroids. Meteors and comets move in orbits around the sun, also. So the sun has quite a family. We call the sun and its family the Solar System.

A. Make a list of the minor planets.

1. ____________________ 3. ____________________

2. ____________________ 4. ____________________

B. Make a list of the major planets.

1. ____________________ 3. ____________________

2. ____________________ 4. ____________________

C. Complete this sentence.

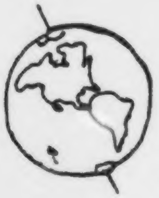
The last planet to be discovered was ____________________.

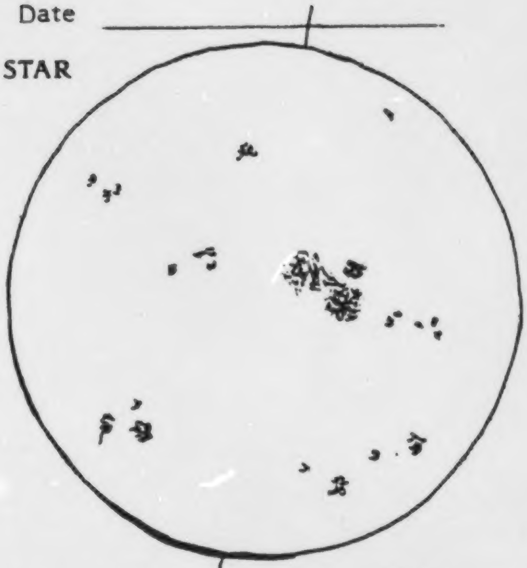
D. Write the words.

1. One who studies the heavenly bodies: a____________________.
2. Shooting star: m____________________.
3. Small bodies revolving about the sun between the orbits of Mars and Jupiter: a____________________.

Name ______________________________ Date ____________________

THE SUN - OUR DAY STAR





If any of you have sat on the beach in the summer, you probably have had to wear dark glasses to keep the bright sun out of your eyes. How brown your skin gets if you do not protect it from the hot rays of the sun! What is this sun that it can send out its light and heat over a distance of 93,000,000 miles?

Astronomers have discovered that the sun is a ball of very hot gases. The surface of the sun is called the photosphere (that means sphere of light) and its temperature is about 10,000 degrees Fahrenheit. We have never seen below the photosphere, but astronomers think that the temperature at the center of the sun must be many times higher than that. That is certainly hot enough to give the earth heat and light.

Compared to the Earth, the sun is very large. The Earth's diameter is about 8,000 miles. Compare that with the sun's diameter of 865,000 miles. Over 1,000,000 Earths would fit inside a ball the size of the sun.

From time to time dark spots visible only through a telescope appear on the sun. These are called sunspots. Astronomers think that the sunspots are magnetic storms on the sun. Strange things happen on the Earth when there are large sunspots on the sun. Compass needles point in all directions. Radios and televisions do not work well. Those sunspots may be disburting at times but we know that our sun is just the right size, is just far enough away, and it is just hot enough to make our Earth a very comfortable place on which to live.

A. Write the correct numbers on the diameters of the Earth and sun.

B. Look up the meaning of each underlined word in your dictionaries. Write the words and their meanings on the lines below. Use the back of your paper if necessary.

1. ____

2. ____

3. ____

4. ____

5. ____

NAME________________________________ DATE____________________

OUR SUN IS A STAR

All stars give off their own light and heat. Our sun is a star. It is nearer to us than any other star. This is why we get more light and heat from it. The other stars are so far away that most of their light and heat does not reach us. We get some light from the other stars. This is why the sky is not black at night.

People once believed that the stars went away in the daytime. We know that this is not true. The stars are in the sky all the time. We cannot see them in the daytime because the light from our sun is so bright.

We need the light and heat from our sun. If we did not have it, nothing could live on the earth. Plants and animals would die.

Fill in the Blank Spaces.

1. All stars give off their own______________ and ______________.

2. Our sun is a ________________.

3. We get some ____________ from other stars.

4. Stars are in the sky ____________ of the time.

5. Nothing could live on the earth without the sun's
_____________ and __________________.

6. We cannot see stars in the _______________ because
of the sun's bright ________________.

Name ______________________________ Date ____________________

MERCURY - THE SMALLEST PLANET

Suppose we decided to take a trip to the planets. Before starting out, it would be wise to find out something about the places we want to visit. Since Mercury is closest to the sun, let us see what we find out about it.

It is the smallest of the planets. It should not take us long to explore it. It is only 3100 miles in diameter, so its gravity is only about one-third that of the Earth. We would not weight much there, would we? But if Mercury has so little gravity, it cannot have much atmosphere, either. That means there is little or no water or oxygen on Mercury. Its year is only 88 Earth days long, and during that time it only rotates once. That means that one side of Mercury always faces the blazing sun, which is only 36 million miles away. How hot it must be! The night side, which does not see the sun at all, must be colder than anything we know on our Earth. It has no moon to brighten it, either.

Mercury sounds like a most uncomfortable place. Maybe it would be better to observe it from the Earth, for then it appears as a lovely bright star. We find it is visible soon after sunset on certain evenings in March and April or just before sunrise in September and October. It seems that Mercury is more intersting to read about than to visit.

A Comparison:

	The Earth	Mercury
Distance from sun		
Diameter		
Your weight		
Atmosphere		
Moon or satellite		
Year		

Name ______________________________ Date ______________________

VENUS - THE "VEILED" PLANET

As the planet Venus reflects the light of the sun, it shines in the sky as one of our most beautiful morning and evening "stars". But if we should look at it through a telescope, we would see only a ball completely veiled with clouds. By means of an instrument called a spectroscope, scientists have discovered that there is very little water vapor or oxygen, but a great deal of carbon dioxide in these close outer clouds of Venus. But what lies beneath no one knows.

Scientists have ways of making measurements of a body without seeing its surface. So Venus is not a complete mystery. Its size and gravity are little less than that of the Earth. It travels 22 miles a second as it goes completely around the sun every 243 days. It is believed that Venus rotates around a tilted axis once every 30 of our days. Since it is only about 67 million miles from the sun, it receives more heat and light than the Earth, but the atmosphere and clouds are a protective covering.

A. Complete these sentences. These words will help you. There is one you will not need: oxygen, carbon dioxide, water vapor, gravity, longer, shorter, tilted.

1. There must be seasons on venus because its axis is ____________________.
2. You would weigh less on Venus because it has less __________________.
3. A year on Venus is __________________ than a year on the Earth.
4. There is very little ____________________ or ____________________ in the outer clouds of Venus.
5. The outer clouds are filled with ____________________________.

B. Find the meaning of spectroscope in your dictionary. Write the meaning here.

____

Name ______________________________ Date ____________________

THE SIZE OF THE EARTH

The Earth we live on seems very big to us. We know that millions of people live on it. We know that a trip around the world is a long journey. The Earth must be large to hold all of the people and things that live on it.

When we think of the size of the sun, the Earth does not seem so big. It would take more than a million balls the size of the Earth to make a ball as big as the sun. A trip around the sun would be more than a hundred times as long as a trip around the Earth.

When you think of the Earth in some ways, it seems very big. In other ways it seems small.

Write one reason why the Earth seems big to you.

____

____

____

Write one way the Earth seems not so big.

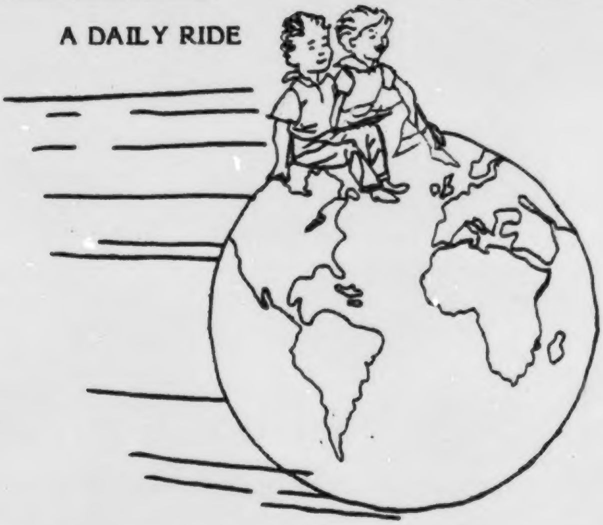
____

____

____

Name ______________________________ Date ____________________

A DAILY RIDE



What can give you the longest, smoothest, and fastest ride you ever had? Did you say that it was the Earth traveling in space? Then you are right.

The Earth travels or rotates, around its center, or axis. How can we be traveling around and around without knowing it? When everything is traveling at the same rate of speed you have nothing to compare it with. The atmosphere is a part of the Earth so it is traveling with you. Then, too, the Earth is so big and it rotates so smoothly, we cannot feel that the Earth is turning around every twenty-four hours.

We know that the sun gives us light. If our Earth were not rotating, one side of the Earth would always be dark and the opposite side would have continued daylight.

Why are our days not always the same length? It is because the Earth is tilted or slanted. For this reason the length of our day gradually changes. It is fun to observe these changes through the seasons.

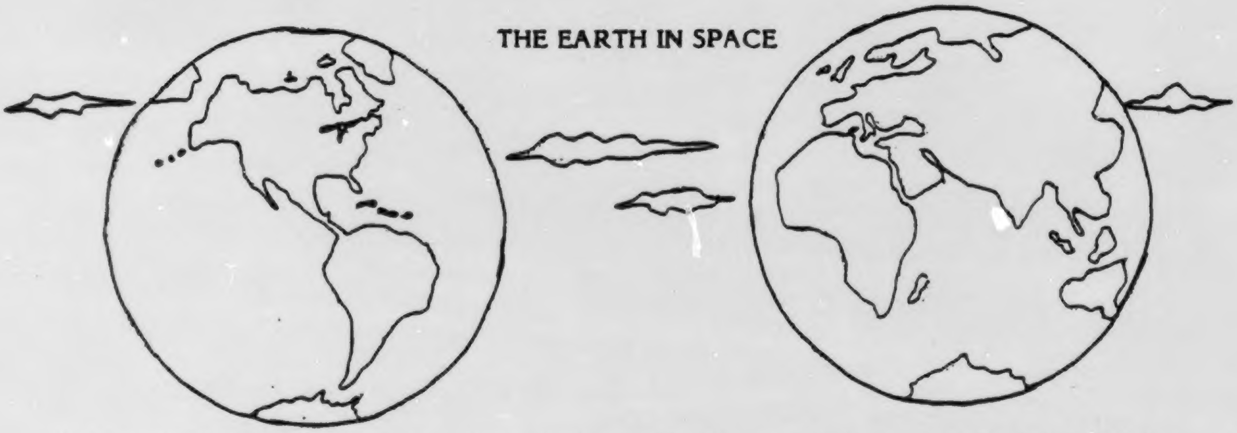
A. Write the meanings of these words on the lines below:

1. tilt ______________________________
2. rotate ______________________________
3. axis ______________________________
4. travel ______________________________
5. speed ______________________________

B. Answer these quesetions in complete sentences.

1. Why do we not feel that we are traveling in space?
____
2. Why do we have day and night?
____
3. Why are the lengths of our days and nights not always equal?
____
4. What is the source of Earth's light? ______________________________
____

THE EARTH IN SPACE



Do you think it would be fun to explore space? It would take courage to start off in a ballistic capsule for a trip into the vastness of the universe. But all through the ages there have been people brave enough to venture into the unknown. We can all be explorers if we train ourselves to observe and to think about what we see.

On an imaginary trip into space we can look back at our Earth and see it as it really is. There is no question about its being a sphere. How fast it seems to be turning on its axis from west to east! As it turns we recognize the continents of Africa and Europe. Now, the Atlantic Ocean and North America and South America are coming into view. The Artic Ocean can be seen toward the north. The big body of water west of the Americas must be the Pacific Ocean. Soon, the largest continent, Asia, is visible to us. As we look toward the south, we see a smaller body of land. We recognize it as Australia. The Indian Ocean borders Australia. Farther to the south we can see the Earth's Polar Cap, Antarctica.

Are you good thinkers? Now that you are back from your trip, try to follow the directions below.

Complete these sentences:

1. Large bodies of land are called ______________________________.
2. The Earth travels from ___________________ to ___________________.
3. The Earth's shape is a ______________________.
4. Anything shaped like a sphere is _______________________.
5. The imaginary line that passes through the Earth and about which the Earth seems to turn is called the ____________________.
6. The Earth moves through unlimited room extending in all directions, called ________ ______________.

On the back of the page, make a list of the continents of the Earth. Make another list of the oceans of the Earth.

THE SHAPE OF THE MOON

The moon does not really change its shape. It is always round. It seems to change shape because sometimes we see only part of it. We see only the part that the sun is shining on. We cannot see the part that is getting no sunlight.

As the moon travels around the Earth, we see less and less of the lighted side. At last we can see no moon at all. Next, we see the little moon called the new moon. More light makes us see a half moon. When the sun shines on the whole side of the moon, we see a full moon. It takes 28 days for all the changes to take place.

Write the Anwers.

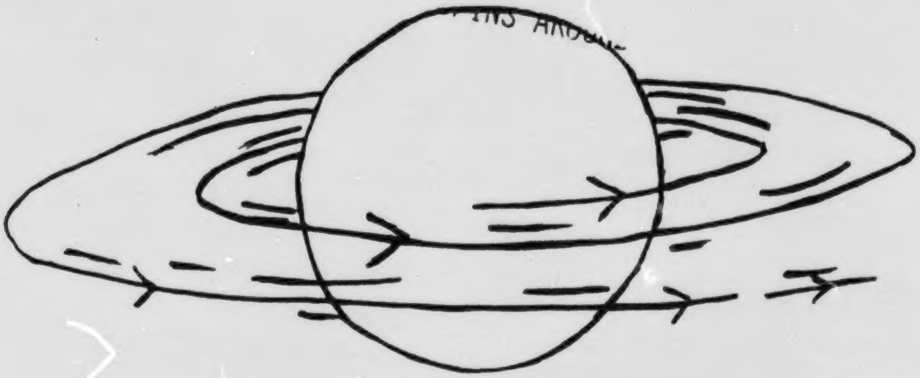
Why does the moon seem to change its shape?

Draw the pictures.

New Moon	Half Moon	Full Moon

Name ______________________________ Date ____________________

THE MOON SPINS AROUND



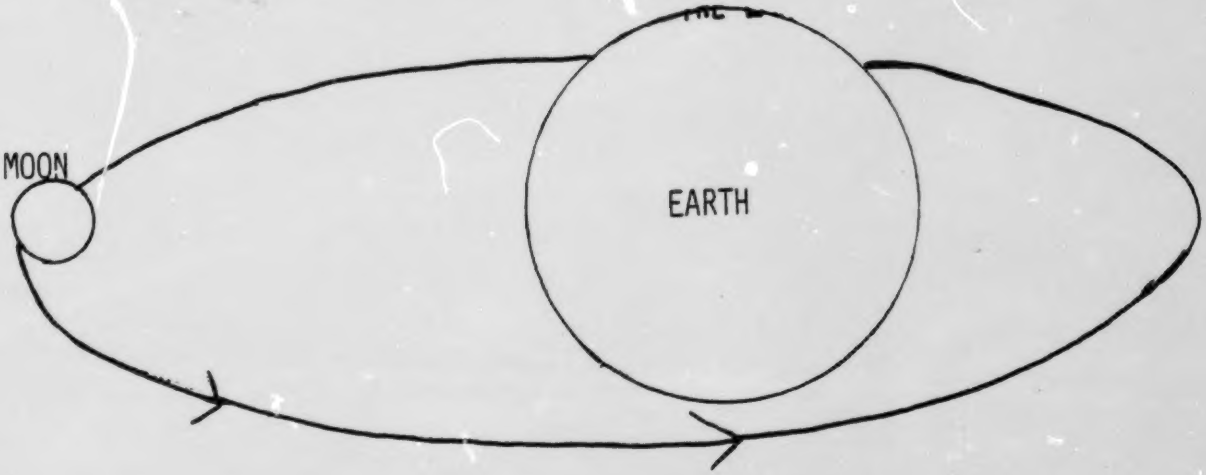
Like the Earth, the moon spins around like a top. It spins much slower than the Earth. You remember that the Earth spins around once every 24 hours. The moon takes 28 days to make its spin. This is about 28 times as slow as the Earth spins. Days and nights are 28 times longer on the moon than they are on the Earth.

Write YES or NO

1. The moon spins like a top. __________
2. The moon spins faster than the Earth. ____________
3. On the moon, the days and nights are short. _____________
4. The moon takes 24 hours to spin once. _____________
5. The Earth spins around once every 24 hours. _____________
6. Days and nights are longer on the Earth than they are on the moon. ____________
7. The Earth spins around like a top. ____________

Name ______________________ Date ______________

THE MOON TRAVELS AROUND THE EARTH



The moon travels in another way too. It travels around the Earth. It takes 28 days to make the trip. It takes the same time to spin around once as it does to make the long trip around the Earth. This is why we always see the same side of the moon. The same side is always turned toward the Earth.

This is a kind of puzzle. It is called an acrostic. See if you can fill in the blanks.

M ________ means to change place or position.

O ________ trip of the moon around the earth takes 28 days.

O ________ one side of the moon can be seen on Earth.

N ________ one has seen both sides of the moon.

Write the Answer.

Why do we always see the same side of the moon?

____

____

Name ______________________ Date ______________

MARS - THE RED PLANET

Mars, like Venus, is often an evening "star" reflecting the sun's light with a reddish glow.

What have scientists learned about this planet? It is smaller than the Earth. Its day is a little more than 24 Earth hours. It travels around the sun, which is about 142 million miles away, every 687 of our days. The spectroscope has revealed the presence of water vapor, oxygen, and a large amount of carbon dioxide. These are gases that would help plants to grow. The axis of Mars is tilted as the Earth's is, so there must be changing seasons. What appears to be the greenness of spring and the brown, yellow, and red of fall indicate possible plant life.

The polar caps on Mars, the mysterious channels or canals, and its two moons have been observed and studied for many years by astronomers. Every 15 or 17 years, Mars comes as close to the Earth as 35 million miles. Then it is three times brighter than the brightest star and shines like a lovely, red jewel in the sky.

A. True or False.

1. If you lived on Mars, you would weigh more than you do on Earth. ____________
2. The diameter of the Earth is greater than the diameter of Mars. ____________
3. Mars' year is 687 of our days. ____________

B. Compare.

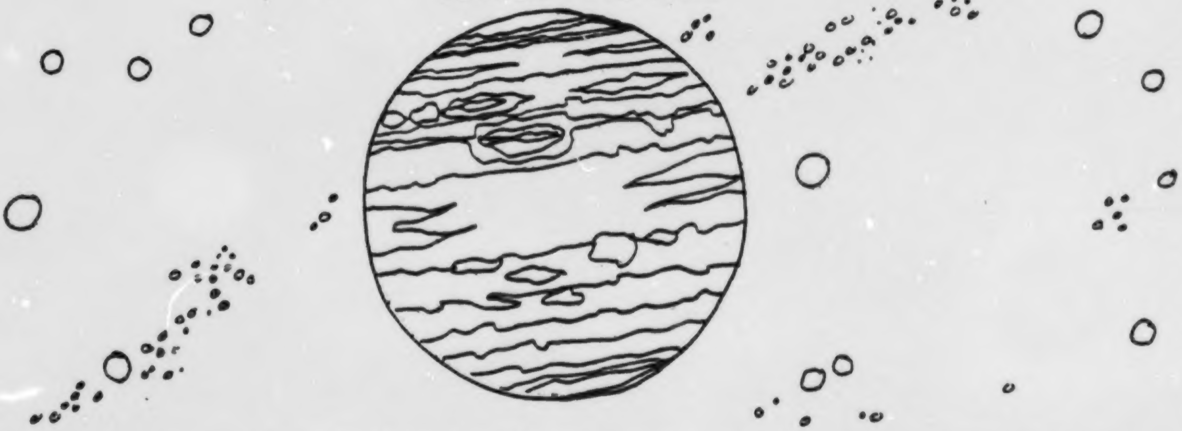
	Earth	Mars
Length of day		
Length of year		
Distance from sun		

C. Write your answers to the questions.

1. What is the difference between a planet and a star? ____________
____
2. Give as many reasons as you can for the possibility of plant life on Mars.
____
____

Name ______________________ Date ______________

JUPITER - THE GIANT



Our Solar System is beginning to spread out farther and farther. Jupiter, the first of our major or larger planets, is over 400 million miles from the sun. We see this planet as a beautiful evening or morning star as it reflects the light of the sun.

How big is this giant planet? It takes up as mush space as 1300 Earths or more! But it weighs only a little over 300 times as much. What does this prove? It must be made of a lighter material than the Earth.

For many years, scientists have studied the mysterious "Red Spot" on Jupiter. During their observations, they have seen this spot change in color from a brick red, to a reddish white. They have observed, also, that it has moved thousands of miles across the surface of Jupiter. If the planet were solid this could not have happened. Perhaps it has an icy, slushy surface as some people believe.

It takes Jupiter and its 12 moons, 12 Earth years to travel slowly around the sun, But it rotates faster around its axis than any other planet, so its day is only 10 Earth hours long.

There is still much to be learned about the Giant of the Solar System.

A. List two reasons why Jupiter would not be a comfortable place on which to live.

1. ______________________________

2. ______________________________

B. Answer these questions in complete sentences:

1. How long is Jupiter's year?
2. How has Jupiter's "Red Spot" changed? What have these changes proved?

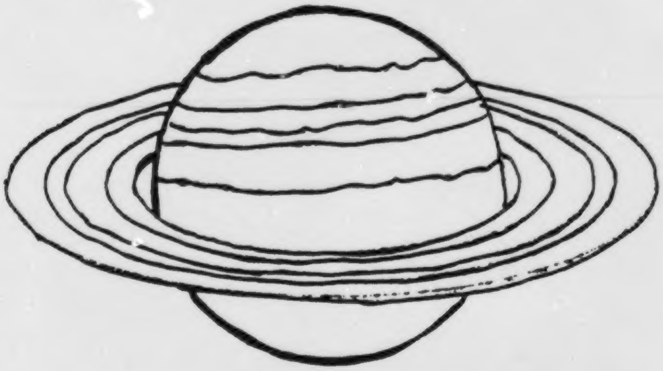
____

____

Use the back of the page to write a comparison of Mercury, Venus, and Mars. Be sure to discuss such things as size, distance from sun, length of day and year, number of satellites.

Name ______________________________ Date ____________________

SATURN - THE PLANET WITH RINGS



It is Saturn's "rings" that make it an interesting member of the sun's family. The rings revolve around Saturn as a moon or satellite revolves around a planet. Astronomers think they are made of tiny bits of something, perhaps of stone, dust, or fragments of ice crystals. Why are they not pulled into the planet? Probably because they are moving around the planet so rapidly.

This "ringed" planet takes 19½ Earth years to travel round its orbit. It rotates on its axis every 10 hours and 15 minutes, as we figure Earth time.

Saturn is another giant, second only to Jupiter in size. It would take 736 Earths to fill the space Saturn occupies and yet it weighs only 95 times as much, so it must be made of a lighter material. Does this prove that, like Jupiter, it is an icy, slushy planet? It must be cold since it is over 800 million miles from the warm sun.

If you could visit Saturn, you would see seventeen moons in the sky. It is thought that these, too, are made of ice.

The next time you see Saturn as an "evening star", try to picture it as it really is, a cold, dark, forbidding world.

Match the word with its definition.

1. A satellite
2. A year
3. Sun
4. A day
5. Planet
6. Saturn
7. Revolve

___ a. to move around an orbit

___ b. a member of the Solar System

___ c. a star

___ d. the time it takes a planet to move around its axis

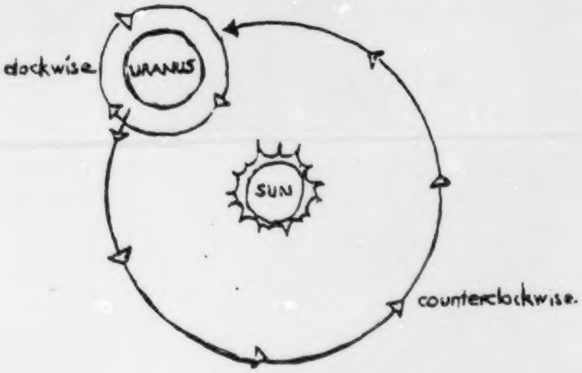
___ e. the time it takes a planet to revolve around the sun

___ f. a follower of a planet

___ g. a giant planet

Name ______________________________ Date ____________________

URANUS - THE "CONTRARY" PLANET



Uranus does not follow the same pattern as the other planets as it rotates on its axis. Every planet except Uranus rotates and revolves counterclockwise. But what does Uranus do? It revolves in the usual fashion, but it rotates clockwise. And that is not all. It tilts or slants so much on its axis, that it almost seems to travel around the sun on its side. Its day is only a little over 10 hours long, as we record time on the Earth, but it takes Uranus 84 Earth years to travel around the sun. How far is Uranus from the sun? Here is a really big number - over 1,783 million miles. This is the way the number looks: 1,783,000.

Uranus is the third largest member of the Solar System. As it travels, it is followed by five known satellites.

Perhaps you are wondering what kind of material this planet is made of. It is much lighter than Earth material. It is surrounded by a cloudy atmoshpere that appears to be bluish green in color through a telescope.

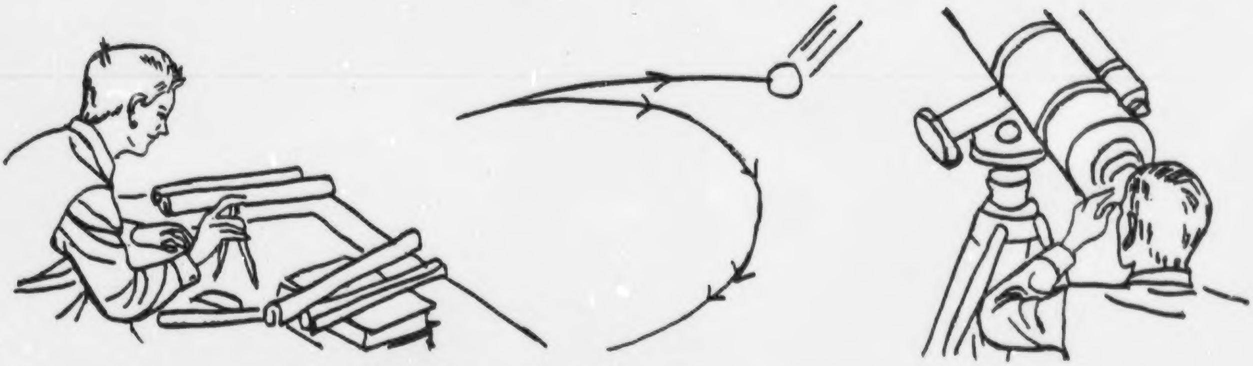
Uranus is not visible to us as an "evening star". It is too far away. So perhaps the "contrary" planet will always seem like a stranger to us.

Answer in sentences.

1. In what two ways is Uranus different from other planets?
   a. ____
   ____
   b. ____
   ____
2. How long is Uranus' day? ______________________________
   ____
3. How long is its year? ______________________________
   ____
4. Why would it be cold and dark? ______________________________
   ____
5. Do you think there is any form of life on Uranus? Explain your answer.
   ____
   ____

Name ______________________________ Date ____________________

NEPTUNE - THE LAST OF THE GIANT PLANETS



Neptune was discovered because of the unusual actions of Uranus. It was observed that the "contrary" planet was acting strangely and was moving little by little away from its expected orbit. Something unknown must be pulling on it. Perhaps there was another planet beyond Uranus.

In 1841, a young English astronomer decided to try to locate the new planet. About the same time, a young French astronomer also became interested in Uranus' strange actions. Four years later both men discovered the planet Neptune at about the same time.

Since then astronomers have found out a number of things about Neptune even though it is nearly 2,794 million miles from the sun. Its year is 165 Earth years, and its day is a little over 15 Earth hours long. Through a large telescope, Neptune appears as a bluish green dot, followed by two satellites. It is about the same size as Uranus, and like the rest of the giant planets is made of a lighter material than the Earth, and has a very cold, cloudy surface.

These giant planets seem to be more interesting to read about than to visit. And we are happy we have a nice, comfortable Earth to live on!

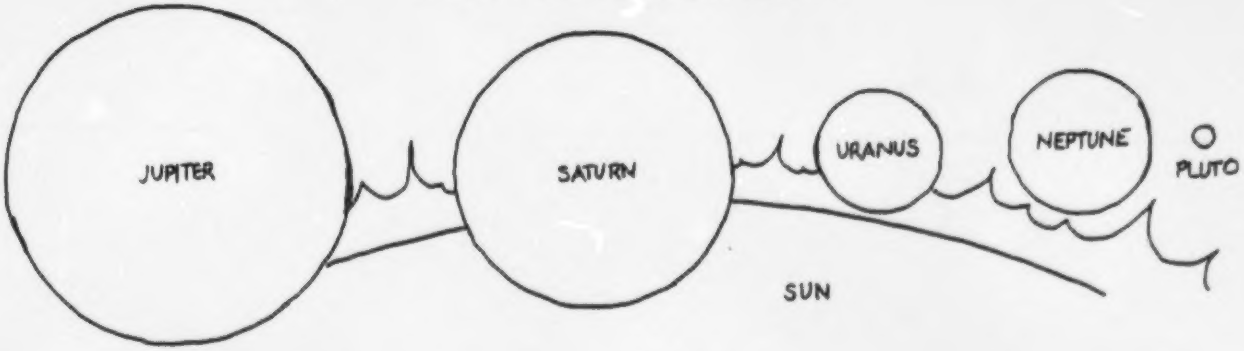
A. How quickly can you unscramble these words? Write a sentence for each word you unscramble.

1. alrso
2. tibor
3. tsitncise
4. nlateps
5. oeeseltpc
6. mdaiteer

B. Since its discovery, how many times has Neptune completed its orbit around the sun?

Name ______________________________ Date ____________________

PLUTO - THE YOUNGEST PLANET



Pluto is the last known planet in the Solar System. how was it discovered? Not by scientists observing through a telescope, but by means of photographs! The search for Pluto began because Neptune was acting strangely.

Percival Lowell, an American astronomer, first became intersted in looking for the troublemaker. For ten years, he photographed the part of the sky where he figured the planet should be, but he found nothing unusual. In 1930, another American astronomer made the discovery. After photographing, studying, and comparing hundreds of pictures to see if any of the points of light had moved, he noticed one dot had changed its position. It could not be a star. Stars do not move. It could not be a comet. Comets have a fuzzy appearance. Lowell knew that he had discovered a new planet.

Scientists know very little about Pluto except that it is made of a heavier material than the Earth but is smaller. It has one giant moon that is more than half its size. It is 3,670 million miles from the sun and has a year equal to 248 Earth years! Let us add one more planet to our map of the Solar System.

A. Write the names of all planets in their order from the sun:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________

B. Write the definitions for the following words: satellite, orbit, year, day.

____

____

____

____

C. Write the name of the outer planet shown at the top of the page. ______________

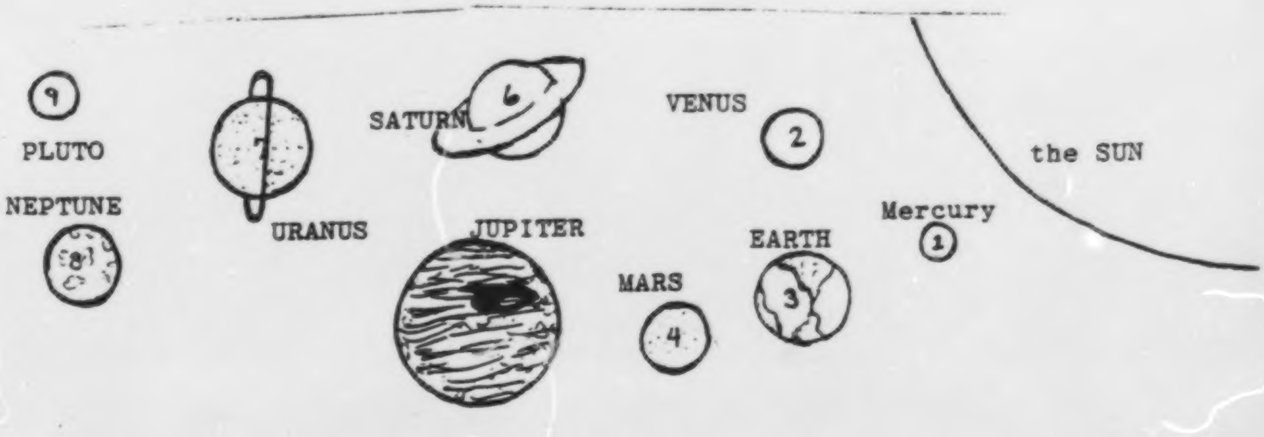
THE PLANETS

SCIENCE FACT: A planet is very different from a star. A star is a huge ball of fiery gases that gives off heat and light. A planet is much smaller and does not shine like a star. Planets travel around suns or stars in paths called orbits.

Our own Earth is a planet. Besides the Earth there are eight other planets that move around our sun. Most of them are too hot or cold to have life on them.

Underline the correct answers.

1. The Earth is a (a. planet, b. star, c. moon).
2. Planets move around the (a. earth, b. sun, c. moon).
3. Mars is a (a. planet, b. star, c. sun).
4. A planet (a. always, b. never, c. sometimes) gives off its own light.
5. Planets are (a. different, b. changing) sizes.
6. The planets are (a. the same, b. different, c. changing) distances from the sun.
7. The planets move in (a. orbits, b. cars, c. space).
8. A planet with rings around it is (a. Earth, b. Saturn, C. Pluto).
9. Jupiter is a (a. small, b. large, c. black) planet.
10. Planets are (a. round, b. square).
11. Planets always (a. travel, b. stop and go, c. have life).
12. A planet too close to the sun would be (a. too hot, b. too cold) for life.
13. A planet too far from the sun would be (a. too hot, b. too cold) for life.
14. A planet very near the sun is (a. Pluto, b. Mercury, c. Venus).
15. A planet far away from the sun is (a. Pluto, b. Mercury, c. Venus).
16. There are (a. 100, b. 9, c. 50) planets in our solar system.
17. A spacecraft could (a. gather information, b. take pictures) of planets.
18. Some planets have (a. moons, b. square shapes).
19. People who study planets are (a. astrologers, b. moon men).
20. Men want to (a. know more about, b. forget about, c. look at) the planets.
21. You (a. can, b. cannot, c. would not) want to see planets.
22. Most planets are (a. lifeless, b. full of life).
23. Sometimes planets are mistaken for (a. houses, b. stars, c. airplanes).



ACTIVITIES

WHAT DO YOU WEIGH?

A. Purpose: To provide an enrichment activity for the study of the solar system.

B. Materials: Scales, paper, pencils.

C. Procedure: Students weigh themselves and then use the numerical representations (below) of the surface gravity of the moon and of the various planets to determine what they would weigh on each of those other bodies.

Surface Gravity Compared to Earth

Moon - earth weight x .16
Pluto - earth weight x .90
Saturn - earth weight x 1.17
Jupiter - earth weight x 2.64
Uranus - earth weight x .92
Neptune - earth weight x 1.40
Mars - earth weight x .38
Venus - earth weight x .85
Mercury - earth weight x .27

Using the products, students rank their weights in order from most to least.

Students pose questions similar to the following: I used to weight 50 kg but since my trip, I weigh 46 kg, where am I? (Uranus)

Make this a voluntary activity if there are students who would be sensitive about weight.

SOLAR SYSTEM MODELS

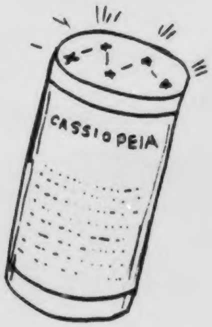
A. Purpose: To construct a scale model of the solar system showing the relative distances of the planets from the sun.

B. Materials: A piece of rope long enough to extend from one corner of the classroom to the other, hooks, disks or spheres to represent the planets.

SOLAR SYSTEM MODELS (continued)

C. Procedure: Assign a comittee of students to research the distance of each of the planets from the sun and then to determine the relative distances of the planets (from the sun) based on a scale that will work in your classroom. Students must devise another scale to use when making models representing the planets. Models should show the relative sizes of the planets and the distinguishing characteristics of each planet. Discuss why the same scale cannot be used for both sizes of planets and distances from sun. Stretch the rope from one corner to the opposite corner of the room. Hang a model of the sun in one corner. Hang the models of each of the planets at the correct locations along the string.

D. Follow-Up: A committee of advanced students who can work independently, prepares scale model of the solar system for the main hall or for the school yard. This model should be labeled extensively and in simple terms so that younger children will benefit from it.



MINIATURE PLANETARIUM

A. Purpose: To learn names of constellations and where they are located in night sky.

B. Materials: Chart of constellations in Northern Hemisphere, large oatmeal or cornmeal box, flashlight, paper to cover outside of box.

C. Procedure: Select a constellation and draw its outline on the lid of the box. Cut out the stars. Place a lighted flashlight in the box, replace the lid, and shine the constellation on the ceiling. Point out an easy way to identify and locate the constellation. Name the important stars in the constellation. Give the history behind the pattern. Refer to the constellation chart to locate the pattern with reference to the other stars.

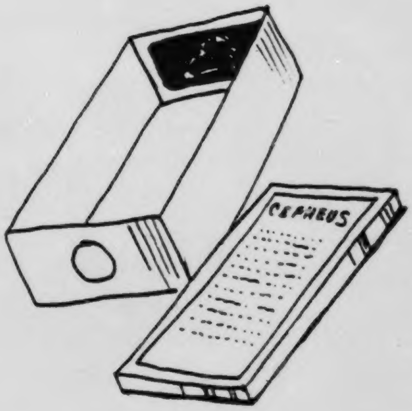
PINPOINT PLANETARIUM

A. Purpose: To simulate the positions of stars in constellations.

PINPOINT PLANETARIUM (continued)

B. Materials: Shoe box, chart of constellations in Northern Hemisphere, black construction paper, pin.

C. Procedure: Cut part of one end of a shoe box, leaving a small edge all around. Cut a viewing hole in the middle of the other end. Cut a piece of black paper to fit the cut-out open end. Use a pin to make holes in the black paper to simulate a constellation. Glue the piece of black paper in the open end of the box. Replace the lid. Students look through the hole and observe the star pattern. Paste information about the constellation on the lid.



Students refer to each constellation in order to locate each one with reference to the other stars.

NEIGHBORS IN SPACE (Grades 4-5)

A. Purpose: To learn of the planets and their position in relation to other planets; to learn that each moves in a certain path around the sun.

B. Materials: Black crayon, drawing paper, white chalk.

C. Preparation: Draw a circle on the floor in the center of the classroom for the sun.

D. Introduction: Today, we are going to play that we are our neighbors in space, the planets. Each of you will have a chance to observe how the planets move and to play that you are a planet. We shall play that we are the Solar System.

First, we will have to make name cards so everyone will know what planet we represent. (The teacher selects a large child for the sun and nine children for the planets. Try to select children according to size of the planet. Each child writes on the drawing paper with his black crayon the name of the planet he/she is to represent and pins it on.)

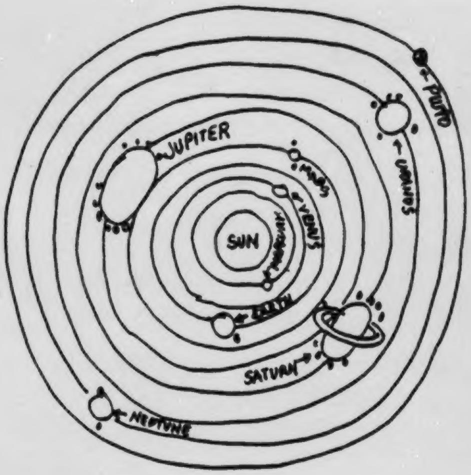
The sun, our largest star, will stand here in the center of the circle I have drawn on the floor. The sun does not move.

NEIGHBORS IN SPACE (continued)

(The teacher will draw a circle around the sun and place the child who is Mercury on this line. Draw a second circle for Venus. Continue to draw a circle and place the child who is to be a planet on the correct circle. Each circle is the orbit of that particular planet. Draw circles and place planets as the diagram indicates.)

Now, boys and girls, we have the planets placed in their correct position to the sun. Each planet moves around the sun. The circles I have drawn show the path that each planet takes. Remember, the sun stands still. Are the planets rady to start moving in their orbits? Now, all nine planets start to move around the sun.

Watch closely! It will soon be your turn to pretend that you are a planet.



E. Variation: Add a moon child as the Earth's satellite. Send children into orbit as Sputnik, Explorer, Vanguard, Echo, or Friendship 7 as new neighbors in space. Smaller children may be added as other moons or satellites around other planets. Let different children represent the planets while the first group watches.

F. Correlation: Use this activity in discussion of present-day space activities. This can be adapted for use in the study of weather and heat. Distances from the sun and actual time taken to orbit the sun by different planets can be used in number computations with older chidren.

MAKE A SOLAR SYSTEM (Grades 2-4)

A. Purpose: To help the child realize the size and position of each planet in relation to the sun.

B. Materials: For each child, drawing paper, 18 x 24; a sheet on which the sun and the planets have been drawn in their corresponding sizes; scissors and paints.

C. Introduction: Would you like to have a picture of your very own with the sun and the other planets placed in their relative positions? Some of you might like to hang the picture in your room at home so that you can see it when you are working. Ask Mother if you may have a place to fasten it up.

MAKE A SOLAR SYSTEM (continued)

We'll need our paints. The helpers will pass out the paints and water while I give each of you a sheet with the sun and the planets on it. We'll paint them according to their physical make-up. How will you paint the sun? That's right, a reddish orange in circular strokes to resemble gases.

After you have them painted, cut them out and arrange them on this large construction paper. Put the sun on the left side of the paper. What planet will you put nearest the sun? Mercury is right. Is it a little or a big planet? Which planet will be the farthest away from the sun? Yes, Pluto will be placed near the edge of the paper on your right side. (Continue through the planets to be sure that each child knows how to arrange them. Give constant guidance.)

When you have them arranged, paste each planet in its correct position.

D. Variation: A large picture may be made for the room and the planets cut from colored construction paper. Modeling clay can be used to make the planets, and then placed on pegs arranged on a long stick. The sun would be placed on the left-end of the peg and Pluto placed on the right-end of the peg.

E. Correlation: This activity correlates with language arts work and the study of heat and its effects.

EXPLORATION IN SPACE (Grades 4-6)

A. Purpose: To develop scientific speculation; to use known facts plus possible future discoveries; to promote enjoyment and open the mind to future possibilities of space travel.

B. Materials: A chart of the planets.

C. Introduction: Would you like to be an explorer on a great scientific expedition into some part of space? Today you are to make plans and preparations for an expedition into any part of space that you choose. With a piece of colored chalk, mark X on the chart showing where you want to explore. Tell us what equipment you think you might need and other preparations that you would make before you start on this important venture. Using the chalk, draw a line indicating the route that you hope to follow to your destination. Tell us the kind of climate you expect to find. What minerals, chemicals, ores, etc., will you find? Will you encounter people? Use all of the scientific facts you can find plus a sensible imagination to explain your exploration into space.

D. Variation: The class may work in groups, each having a phase of the exploration to talk about. Two pupils may team up for this activity. A unit could be developed from this activity if the children show great interest. Tape recordings of reports given by the children could be used later at assembly programs, PTA meetings, or in other classrooms.

E. Correlation: This activity is directly connected with the language arts and the social studies program. It may be used during the study of rocks, minerals, and earth formation.

SIZE AND DISTANCE (Grades 6-8)

A. Purpose: To make the size and distance of planets from the sun more meaningful to students.

B. Materials: A strip of white mural paper 20 inches wide and 17 feet long. A chart of size and distance placed in the classroom where all may study it. Paper and paint.

Chart:

Planet	Mean Diameter	Average Miles from the Sun
Mercury	3,010 miles	36 million miles
Venus	7,610 miles	67 million miles
Earth	7,913 miles	93 million miles
Mars	4,140 miles	141 million miles
Jupiter	86,700 miles	483 million miles
Saturn	71,500 miles	896 million miles
Uranus	29,500 miles	1,782 million miles
Neptune	26,800 miles	2,793 million miles
Pluto	6,000 miles	37 billion miles

Place the mural paper in a place where several children can work on it at the same time. Draw a slightly curved line at the left edge of the paper to represent the sun's rim.

C. Introduction: We have talked about the size of the planets and how far each one is from the sun. Our chart of size and distance has been made up for several days and I know many of you have been studying and discussing it. Today we are going to start using this information to help us really understand what these figures mean. You can surprise your mother when you go home by telling her something about the size of our planets and how far away from the sun they are. We're going to make a planet picture that will give us the exact information that is on this chart.

We'll divide into two groups and each group will take half of the planets to work with. We'll make the planets and place them on the picture to the exact scale. Of course, our planets cannot be actual size, can they? The distance and the size will correspond but they will be scaled down to the proper size for our picture. (Divide the class into two groups and give each group the materials needed.)

Chart:

Planet	Size of circle on picture chart	Distance from center of planet to the sun for chart picture
Mercury	1/4 inch	2 inches
Venus	5/8 inch	3-1/2 inches
Earth	3/4 inch	5 inches
Mars	3/8 inch	7-1/2 inches
Jupiter	7 inches	2 feet, 1 inch
Saturn	5 inches	3 feet, 11-1/2 inches
Uranus	2-1/2 inches	7 feet, 11 inches
Neptune	2-1/2 inches	12 feet, 6 inches
Pluto	1/2 inch	16 feet, 7 inches

I'm ging to place on a chart, beside our chart of actual size and distance, the size of the planets and the distance we will have to place each from the sun.

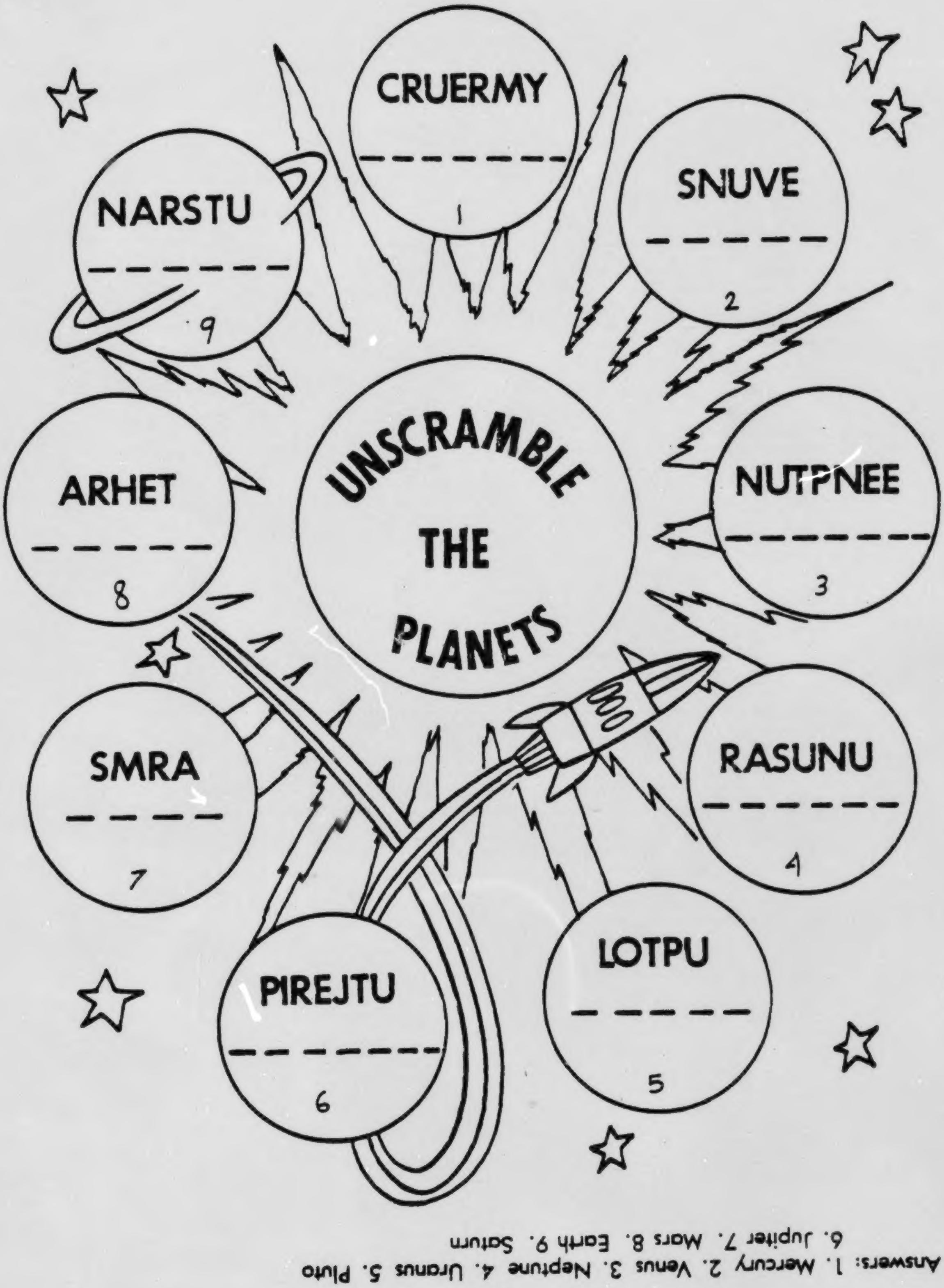
Each planet must be measured and placed in the exact position. Are you ready to start work? Good, here's the information you need.

SIZE AND DISTANCE (continued)

D. Variation: When using this activity with slow groups, the teacher and whole class should work together with the teacher directing.

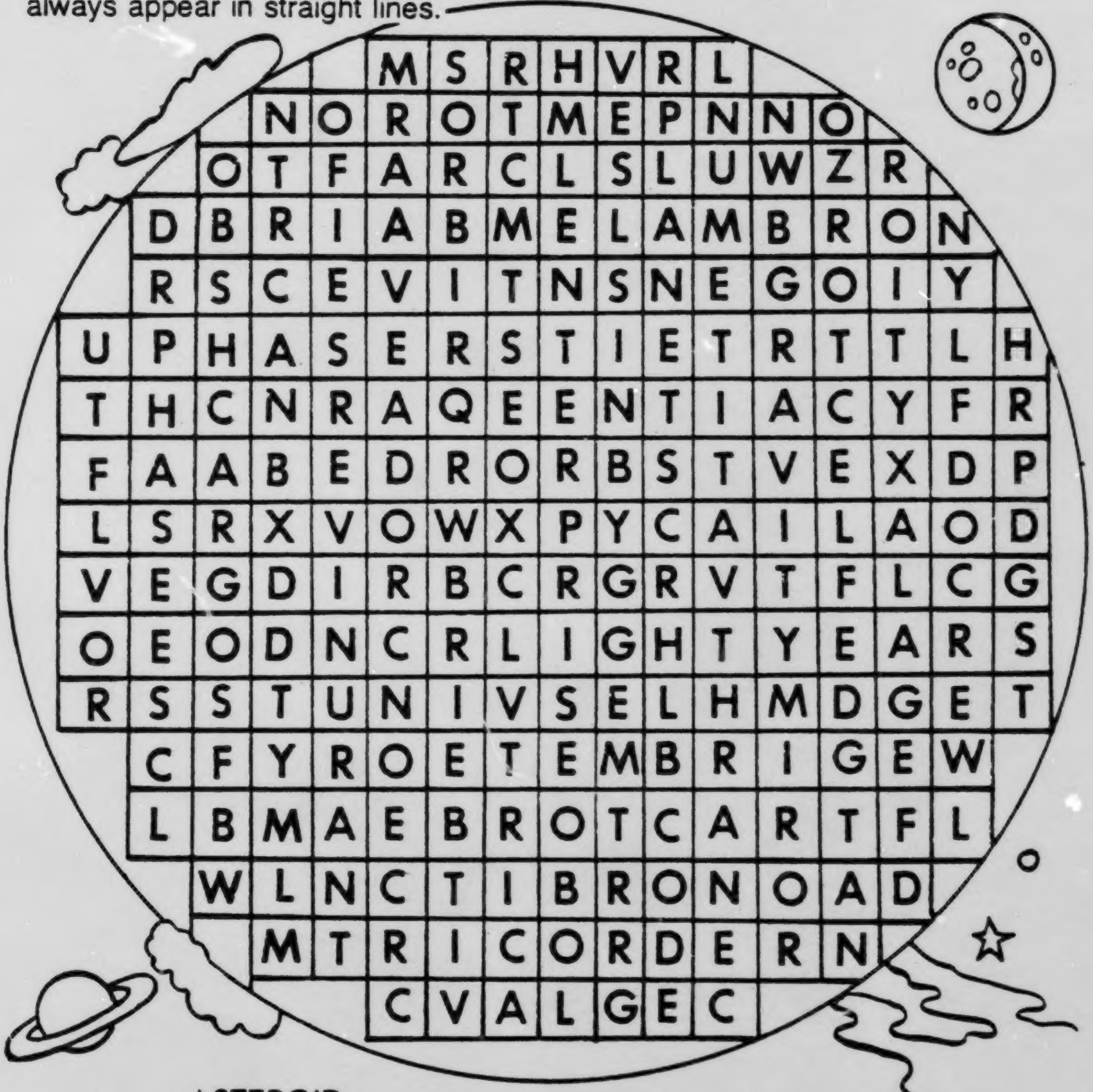
E. Correlation: This chart picture can be used in connection with story writing. The figures and the scale can be used with advanced groups as an arithmetic project.

UNSCRAMBLE THE PLANETS


CRUERMY
1
SNUVE
2
NUTPNEE
3
RASUNU
4
LOTPU
5
PIREJTU
6
SMRA
7
ARHET
8
NARSTU
9

Answers: 1. Mercury 2. Venus 3. Neptune 4. Uranus 5. Pluto
6. Jupiter 7. Mars 8. Earth 9. Saturn

Look up, down, across, back and diagonally in both directions — it's easy to SEE-A-WORD. Find the given words in the puzzle. Words always appear in straight lines.



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			N	O	R	O	T	M	E	P	N	N	O			
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F	A	A	B	E	D	R	O	R	B	S	T	V	E	X	D	P
L	S	R	X	V	O	W	X	P	Y	C	A	I	L	A	O	D
V	E	G	D	I	R	B	C	R	G	R	V	T	F	L	C	G
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R	S	S	T	U	N	I	V	S	E	L	H	M	D	G	E	T
	C	F	Y	R	O	E	T	E	M	B	R	I	G	E	W	
	L	B	M	A	E	B	R	O	T	C	A	R	T	F	L	
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					C	V	A	L	G	E	C					

ASTEROID
BRIDGE
CARGO
CODE
CRAFT
CREW

DEFLECTOR
EARTH
ENTERPRISE
GALAXY
GRAVITY
HELM

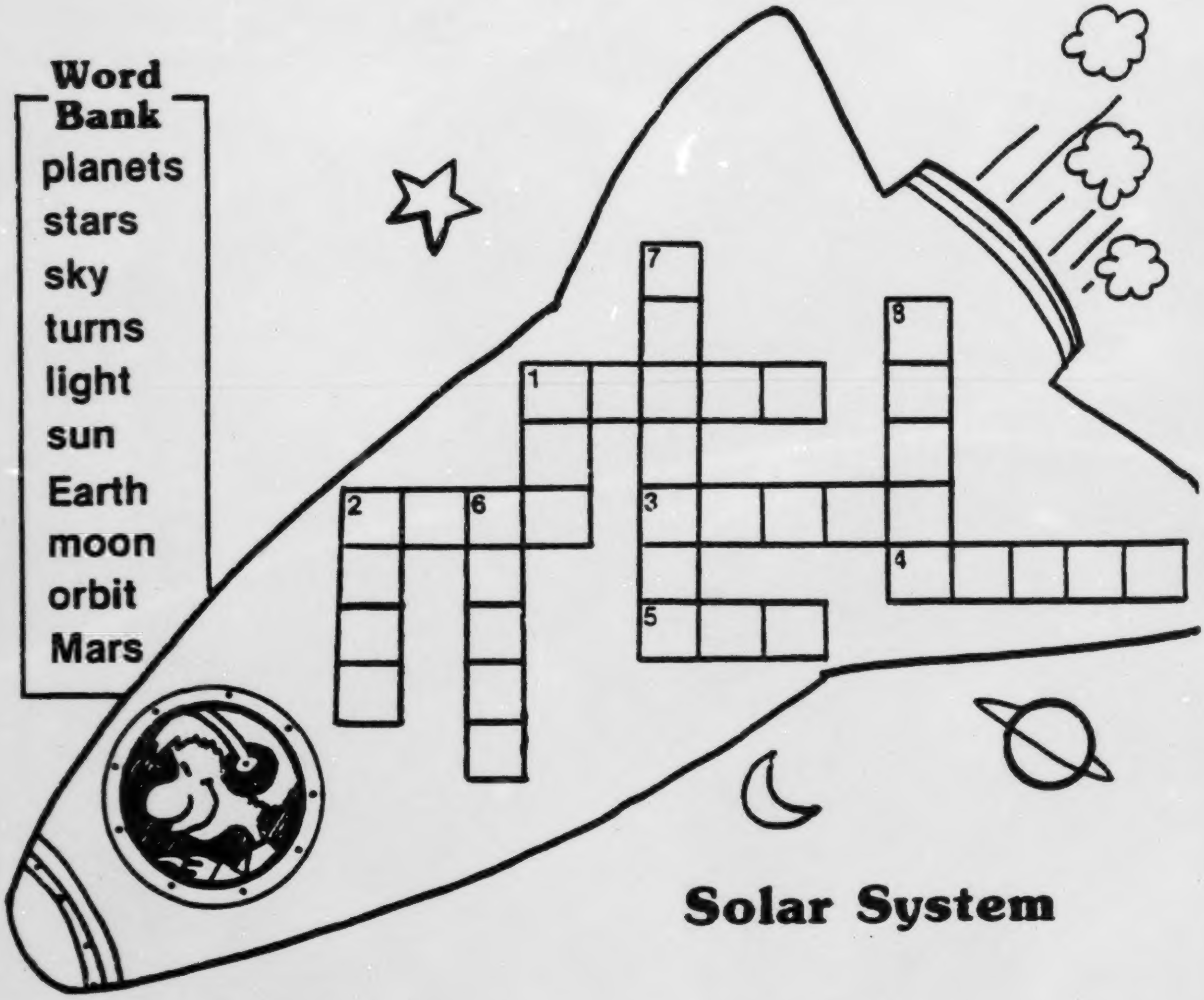
LIGHT YEARS
METEOR
ORBIT
PHASERS

PLANETS
TRACTOR BEAM
TRICORDER
UNIVERSE

Name ____

Word Bank

planets
stars
sky
turns
light
sun
Earth
moon
orbit
Mars



Solar System

Across

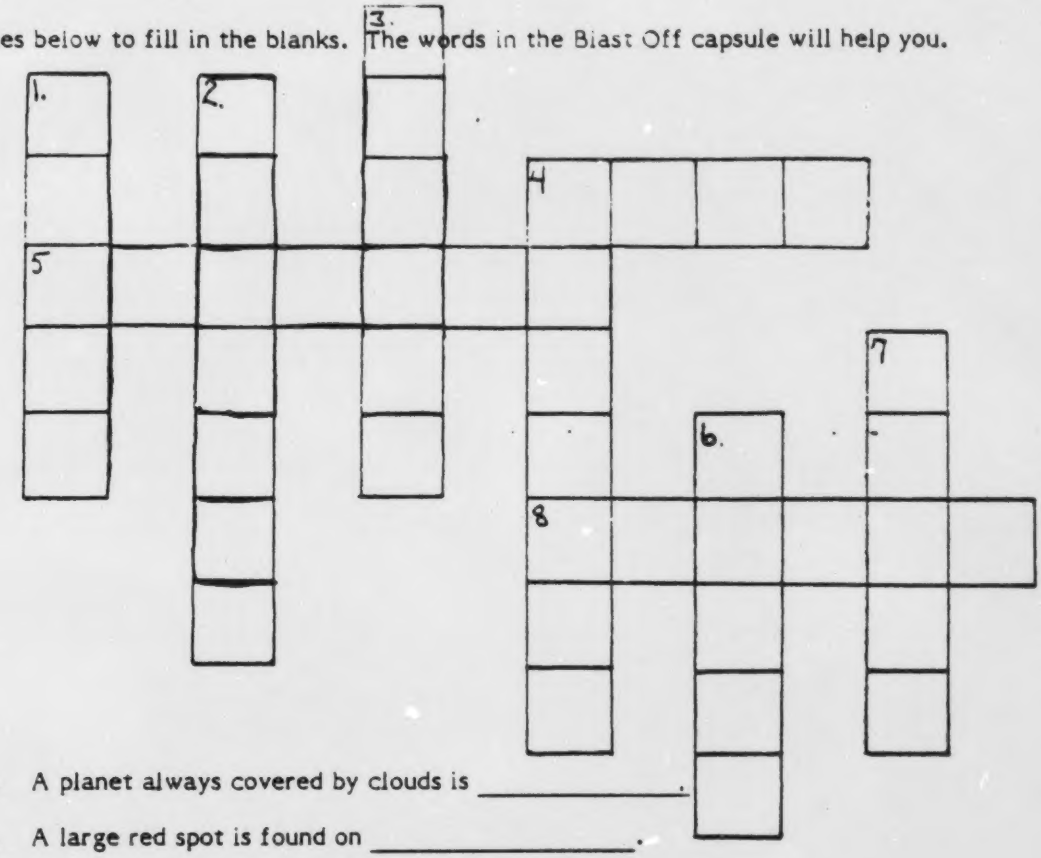
1. Many __________ shine at night.
2. Would you like to take a rocket to the ________________________ ?
3. _______________ is the planet we live on.
4. The earth____________________ on its axis.
5. The _______________ is beautiful on a clear night.

Down

1. The _____________ is the center of our solar system.
2. Venus and _____________ are the planets closest to Earth.
6. Each planet moves in an ________ or path around the sun.
7. There are nine _______________ .
8. The sun furnishes us ___________ .

28

Use the clues below to fill in the blanks. The words in the Blast Off capsule will help you.



Down: 1. A planet always covered by clouds is ________________.

2. A large red spot is found on ____________________.

3. ____________________ has large rings circling it.

4. The planet nearest the sun is ____________________.

6. People live on ____________________.

7. The planet furthest from the sun is ____________________.

Across: 4. The red planet is called ____________________.

5. ____________________ and Uranus are often called the twin planets.

8. Very little is known about ____________________.

Draw each planet and the sun as you think they look in space. Cut them out and mount them in order on blue paper.

*WHO CAN FOLLOW?

Purpose: *After completing this activity, the student should be able to accurately follow detailed written directions.*

---

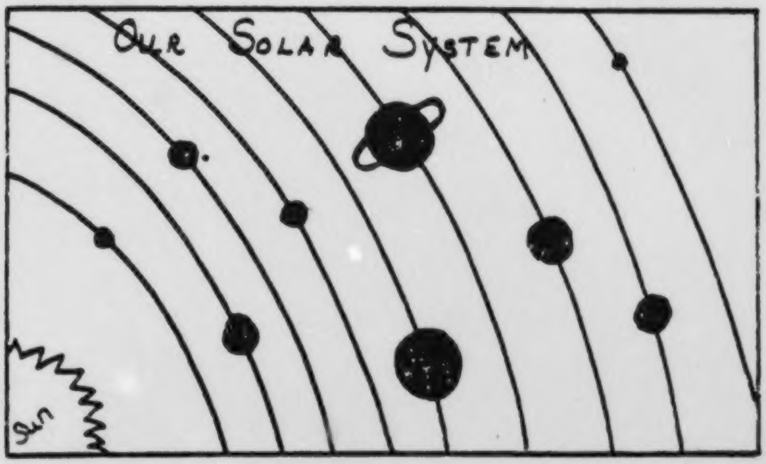
1. The following materials should be available to each student:

   scissors
   compass
   glue
   crayons
   pencil or pen
   1 piece 18" x 24" manila drawing paper
   1 piece white paper (12" x 18")

2. Provide for each individual a list of the directions from the following page.

3. The student completes a map of the solar system by following the written directions.

   Variations: 1. Substitute other ideas for the map (i.e., an art project, science experiment, measurement activity).



2. Upon completing the solar system map, gifted students may be assigned a research project on the sun, the moon, or one of the planets.

1. From your 12" x 18" paper cut a five inches on a side.
2. Color it yellow and label it SUN.
3. Glue the sun in the lower left-hand corner of the large paper.
4. Use your compass to draw nine arcs to stand for the orbits of nine planets. Draw them about two inches apart. Trace over them with black crayon.
5. Cut a circle one inch in diameter. Color it yellow.
6. Label the circle MERCURY and paste it in the first orbit closest to the sun.
7. Cut a circle two inches in diameter. Color it yellow-orange.
8. Label it VENUS and glue it in the second orbit.
9. Cut a circle two inches in diameter. Color it blue and green.
10. Label it EARTH and paste it in the third orbit.
11. Cut a circle 1-3/4 inches in diameter. Color it red.
12. Label it MARS and paste it in the fourth orbit.
13. Cut a circle three inches in diameter. Color it yellow. Give it a red spot.
14. Label it JUPITER and paste it in the fifth orbit.
15. Cut a circle three inches in diameter. Color it green.
16. Label it SATURN, paste it in the sixth orbit and draw a white ring around it.
17. Cut a circle 2-1/2 inches in diameter. Color it blue-green.
18. Label it URANUS and paste it in the seventh orbit.
19. Cut a circle 2-1/2 inches in diameter. Color it green.
20. Label it NEPTUNE and paste it in the eighth orbit.
21. Cut a circle 1-1/4 inches in diameter. Color it orange.
22. Label it PLUTO and paste it in the ninth orbit.
23. Give your map this title: OUR SOLAR SYSTEM.
24. At the botom of your map, write this sentence: "The solar system is made up of the sun and the planets that revolve around it."
25. Print your name in the upper right-hand corner.

NOTE: Create a "Think Tank" by providing a private, comfortable spot filled with puzzles, brain teasers, problems to solve, questions to pursue, etc. It may be made from a huge cardboard box.

SUGGESTIONS FOR ART ACTIVITIES

1. Use the letters in a name of a planet to make the shape and/or properties of that planet. When complete this could be displayed around the room.

2. Divide the class into groups of two to three. Have them design an assigned planet. These will be placed in order on a bulletin board with a dark blue background. White chalk could be used to put stars on the background. One group would do the sun.

SUGGESTIONS FOR ORAL LANGUAGE ACTIVITIES

1. After introducing the words "Solar System", have a brainstorming session with your class. List all of the words on the board that the children can think of that remind them of the Solar System. These words could be transferred to chart paper and used for Creative Writing activities.

2. Transformation (Oral Language and Writing Activity)

   A shape is passed out to each child (for example "   " one of the moon phases).

   The child will glue the shape somewhere on another piece of paper. He will then think of many, varied and unusual ways to transform the shape into something else. This later would be discussed and made into a book. The description in sentences would be something like "This was a moon, now it's a . . .".

aba595

SPACE; 1977

Major Zarnak of the Inter-Galactic Space Patrol deactivated his Hyper ____________ NOUN Overdrive and landed his spaceship on the Planet ____________ PLACE. On leaving the decompression chamber he saw a ____________ NUMBER armed Monster approaching. ____________ ADVERB he shouted, "____________ A NONSENSE WORD" the Galactic sign of Peace. But the Monster whipped out a disintegrator ____________ NOUN and tried to ____________ NONSENSE WORD him. Major Zarnak ducked and ____________ NONSENSE WORD ENDING IN "ED" the Monster with his subsonic ____________ NONSENSE WORD.

"____________ EXCLAMATION" said the Monster clutching his ____________ NONSENSE WORD.

"____________ NONSENSE WORD" said Major Zarnak cleverly, and getting back into his spaceship he zipped back to his Headquarters on the Planet ____________ PLACE.

214

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35

____________ NAME OF PERSON IN ROOM IS

PLANNING TO GO TO MARS

Whether or not there is life on Mars is an (a) ____________ ADJECTIVE question. Some ____________ ADJECTIVE scientists say that if there is life on Mars it's in the form of ____________ PLURAL NOUN and ____________ PLURAL NOUN and ____________ ADJECTIVE ____________ PLURAL NOUN. ____________ NAME OF PERSON ____________ ADVERB disagrees with them. He/She makes the ____________ ADJECTIVE claim that there actually are ____________ ADJECTIVE people on Mars who have ____________ NUMBER heads, ____________ ADJECTIVE arms, green ____________ PLURAL NOUN with ____________ COLOR hair growing out of them and ____________ ADJECTIVE bodies that are ____________ NUMBER feet tall and are shaped like ____________ PLURAL NOUN. The scientists' reply to this ____________ ADJECTIVE theory was, "____________ EXCLAMATION!" and "____________ EXCLAMATION!" ____________ NAME OF PERSON USED reply to the scientists was, "Go soak your ____________ PLURAL NOUN in a barrel of ____________ LIQUID!"

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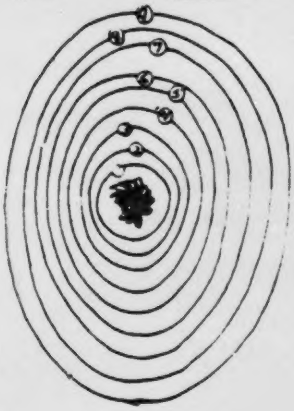
RACE OF THE SPACEMEN (Grades 2-5)

A. Purpose: To reinforce factual information in a manner that is repetitious but not monotonous; to review location, size and names of the planets.

B. Materials: Paper from the scrapbox, mimeographed sheets of a space card for each child.

Space card of ________________________



Place the following scoreboard on the chalkboard.

40 light years ______________

30 light years ______________

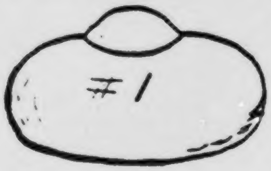
20 light years ______________

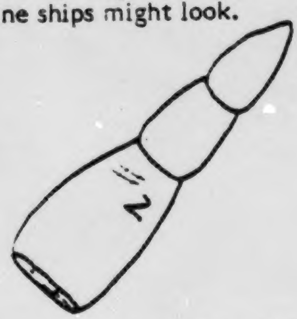
10 light years ______________

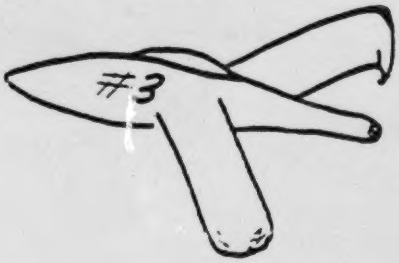
Earth Space Team #1	Earth Space Team #2	Earth Space Team #3

C. Introduction: We are all going to travel in a space ship! First of all, we will have to make our travel ships. I have the scrapbox out. Each of you select material and make three tiny space ships. They must be very small, not more than an inch long. (The teacher may give inch squares to younger children for their space ships.) Make these ships look any way you imagine ships might look.

EXAMPLE:







We are nearly ready to travel but we need to work together to conquer space, so we'll divide into three teams.

The winner of the game will be the team which goes the greatest distance in space. Since distance in space is measured in light years, we shall keep our score in light years on this chart on the blackboard. (Explain the chart to the children.) We shall have three turns in this game and then each team will total its score, and the team with the highest score will move ten light years. At the end of three games, the team which has the greatest number of light years is the winner of the space race.

RACE OF THE SPACEMEN (continued)

I am going to give each of you a space card. (Give out the sheets.) What is the large object in the center of the card? Yes, that is the sun. The circles with the numbers in them represent the planets.

This is the way that we play the game. I shall name the planet to which you are to travel. Place one of your space ships on the number that you think corresponds to the planet that I have named. At the end of three turns, you will have all of your ships in outer space. I shall write the correct numbers of the planets that have been named. You will check to see how many you have located correctly. Each correct answer receives one point, so if you have them all correct, you will have three points. Each team will add all of their individual scores and give me the total points which I will put on the board under your team number. The team with the highest score will have ten light years toward winning the game. Are there any questions? Let's play!

D. Variation: The game can be played between two or more children who draw names of planets from name cards in a box. The class may play as individuals, each keeping his/her own score.

E. Correlation: The game can be adapted to earth science using a road and little jeeps traveling to the top of a mountain by naming the correct minerals or rock formations. Simple machines, weather, plants, and animal science may also find that this activity has merit. Language arts can use the space experience for discussions or for written stories.

RIDDLEY, RIDDLEY ROW (Grade 4)

A. Purpose: To review material learned about planets.

B. Materials and Preparation: A large chart listing facts about each planet, made by the teacher and the children during study and discussion of each planet. This chart should be placed where all can see it.

C. Introduction: What are some of the important things that we have learned about the planets? What is one fact that you have learned? (Call on children who volunteer.) Since we have learned so much about the planets, I think we can play a game today called, "Riddley, Riddley Row".

In this game a team says, "Riddley, Riddley Row, I know a planet you don't know". Then the team captain will give one of the facts that we have learned about the planet. The other team will have three chances to guess the planet. Be sure you consult with your teammates before you call out an answer so that you won't waste a chance.

The team giving the fact will work together to decide what planet and what fact the captain is to use. If the guessing team can give the correct answer the first chance, they score five points. If it takes two chances, the score is three points. If the answer is not correct on the third chance, the fact-giving team will get five points added to their score. The team with the highest score will win the game. Each team will have five chances to give facts and five chances to name the planet.

RIDDLEY, RIDDLEY ROW (continued)

D. Variation: The game can be played individually with the teacher giving the statements and the children printing the answers on paper. At the end of 10 statements, the answers are checked and a point given for each correct one.

E. Correlation: This activity can be used as a game in any subject area for which factual statements and one- or two-word answers can be made. Story problems may be used in this manner and the answering team will tell how the problem can be solved or give the correct answer to the problem.

DO YOU KNOW ME? (Grades 4-6)

A. Purpose: To promote correct spelling of "space" vocabulary; to review factual material learned during the study of Space.

B. Materials: A list of factual statements placed on the chalkboard or mimeographed for each child. The mimeographed sheet is the most successful. Place a list of answers on the board, jumbled and mixed up. If mimeographed, these answers will be at the bottom of the sheet.

EXAMPLE: Statement: This planet has rings.
ANSWER: (jumbled) NSTAUR - SATURN.

C. Introduction: I have a puzzle for you. I am going to give you a sheet which has on it true statements about the planets and the constellations. At the bottom of the sheet you will find the answers, but they will be mixed up. You will have to find the right answers, and then straighten the letters out so that the words are spelled correctly. The letters will all be there, but you will have to rearrange them in order to have the answer spelled correctly. This is just like a jigsaw puzzle only we will have to put letters together to make a picture.

As soon as you receive your sheet, you may start working. See how many of these jumbles you can straighten out. (Pass out the sheets.)

D. Variations: Jumbles may be used as a team game. The jumbles will be on the board and the teams will take turns picking out the right jumble to match an oral statement given by the teacher.

E. Correlation: Jumbled names of scientists, plants, or animals may be used in place of planets. Spelling words may be used in this manner as an individual game.

SPACE BASEBALL (Grades 4-6)

A. Purpose: To review factual material covered in the study of Space.

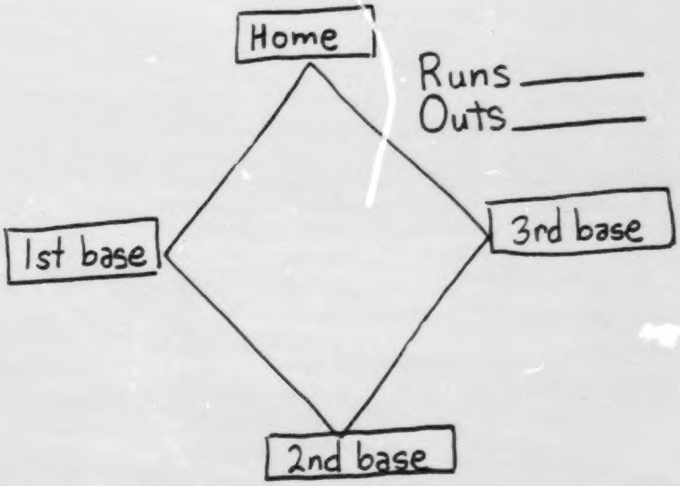
B. Materials: Prepare four sets of questions about space. Set I consists of easy questions. Sets II, III, and IV graduate in difficulty.

Set I is put in a box labeled "One-Base Hit". Set II is placed in a box labeled "Two-Base Hit". Set III is put in a box labeled "Three-Base Hit". Set IV, the most difficult, is placed in a box labeled "Home Run".

Example of questions:

Set I	Name our largest star. - Sun
Set II	Why is the Earth a planet instead of a star? - It does not produce its own light.
Set III	What body does the Earth and the moon orbit, and how long does it take each to complete its orbit? - The Earth orbits the sun in 365 days. The moon orbits the Earth in 28 days.
Set IV	Name six planets in their place relation to the Earth. Start with the one nearest the Earth. - Mars, Jupiter, Saturn, Uranus, Neptune, Pluto.

The four boxes of questions are placed on a table near the front of the room. Draw two baseball diamonds on the chalkboard. Draw them large.



C. Introduction: I know we have some pretty good baseball players in our class. How many of you like to play baseball? How many outs are there in an inning? What does the batter have to do to score a home run? Is it more difficult to make a home run than it is to get on first base? Who would like to tell us how the game is played? (This will probably involve several of the children in discussion.)

Today we are going to play "Space Baseball". We'll play the game very much as real baseball is played except we shall make runs by answering questions about space. I have put questions in these four boxes marked - One-Base Hit, Two-Base Hit, Three-Base Hit, and Home Run. Which box do you think has the easiest? That's right, the one that says, "One-Base Hit". The most difficult questions are in the box marked, "Home Run". You may choose the box from which your question will be taken. If you answer the question correctly, you will go to the base that the box indicates and the next team member is up to bat. Just as in baseball, you have to get around the bases to "Home" in order to score a run. If you miss your question, you make an out. Three outs, and the other team will be up to bat. We'll play three innings. At the end of that time, the team with the most runs wins the game.

SPACE BASEBALL (continued)

Let's count off the two's. The "one's" will play on the left diamond and the "two's" will play on the right diamond. The "one's" will be up to bat first.

From what box do you want your question to be drawn? You want to try for a two-base hit? Draw out your question, read it aloud and let's see if you are safe on base. (If he/she answers correctly, write his/her name on second base and call the next child on the team.)

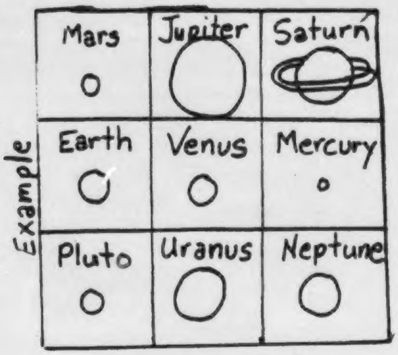
D. Variation: A diamond may be drawn on the floor of the classroom with chalk. The players will stand on the bases as the game is played. The teacher is umpire and judges the correctness of the answers.

E. Correlation: This game can be used in any subject area for which the teacher can prepare questions, such as social studies, arithmetic, weather, simple machines, etc.

MATCH IT (Grades 3-6)

A. Purpose: To review information about the planets.

B. Materials: Mimeographed sheets for each child as shown in the example.



Master Card

C. Introduction: We are going to play a matching game. (Pass out the sheet with the "match-it" cards on it.) Each box on this sheet contains a fact about a planet. Cut these boxes apart with your scissors. (While the children are cutting them apart, pass out the "master cards".)

Now, I have given you a card with the names of the planets on it. Take the boxes that you have just cut out, read the statement in each, and see how many you can match with the correct planet. When you have decided which planet the statement tells about, lay the box right over the picture of the planet on the Master Card. This is like a puzzle. When you have all of the boxes on the planets, I'll check to see how many you have correct. A perfect score is nine. Let's see how many can have a perfect score. Don't hurry. This is not a speed game. The important thing is to match each card correctly.

D. Variation: A large card may be given to a group of children to work on a group project. Small children can have picture cards instead of statements.

E. Correlation: Cards of this type can be used in earth science, simple machines, plant and animal life, airplanes, rockets, and weather.

STAR WARS

Star Wars

You will need: Two or three friends to play with you and the Star Wars folder game.

Directions: Follow the directions given in the folder game.

Galaxy Authors

You will need: A pencil, paper, and colored pens, pencils or crayons.

Directions: Write the Star Wars story or a part of the story in your own words. Draw pictures to go with your story. You may work together with a friend.

Space Fantasy

You will need: A pencil and paper.

Directions: Write a space fantasy of your own. Be sure to give your galaxy a name, and to create characters to live there.

Star Wars News

Directions: Publish a Star Wars newspaper. You can write articles telling about the events in Star Wars or you can make up stories of your own. Pictures always add interest in a newspaper - try to include some. See the teacher so he/she can help you publish your newspaper to share with the rest of the class.

Space Mural

You will need: Colored chalk or felt pens, a long piece of butcher paper, and some friends to work with you.

Directions: Create an outer space mural to be displayed on the class bulletin board.

Outer Space Sounds

You will need: A record player, a record with the theme from Star Wars and possibly a tape recorder.

Directions: Listen to and enjoy the Star Wars music. You might also want to make up a dance to be used in a program or outer space play. You may also want to tape record some sounds to be used as sound effects.

Space Poetry

You will need: A pencil and paper.

Directions: Write a space poem. You might want to contrast the good and evil of Darth Vader and Ben Kenobi.

The Milky Way

You will need: Encyclopedias, space books, paper, and pencil.

Directions: Find out everything you can about the Milky Way and other galaxies. You can write a report or tell the class some of the things you learned.

Round the Galaxy

You will need: Two or three friends to play the game with you, tokens for each player, two wooden number cubes, and the Round the Galaxy game board.

Directions: Follow the directions as written on the back of the game board.

Designers Galaxy

You will need: A pencil, paper, and colored pens, pencils or crayons.

Directions: Design a Star Wars T-shirt, an advertisement for the movie, or a billboard. Share what you do with the class in some way.

STAR WARS

Objective: To provide practice in identifying the value of numbers according to their place.

Materials Needed: Gameboard, spinners, tokens for each player, and Force cards.

Directions:

1. The players place their tokens on "Rebel Base" to start.
2. Each player spins the number spinner to determine which player starts first.
3. The first player starts by spinning both spinnrs. He/She then moves his/her token to the first number where the numeral is in the proper place according to the spinners. For example if the player spins 9 and hundreds, he/she could move to 982 as 9 is in the hundreds place.
4. Each player follows in turn.
5. A player might also spin Lose 1 turn or Take another turn or (Force). If the player spins (Force), he/she moves to the closest Force space and also draws a Force card. The player must follow the directions given on the Force card.
6. The winner is the player who is able to destroy Death Star first by getting to "Target: Death Star".

Force Cards:

"Darth Vader attacks. Move ahead 2 spaces for the battle."

"The circuits on R2-D2 are overrun. Lose 1 turn while you take him to Maintenance."

"Ben Kenobi and Darth Vader have a lightsabre duel. Move ahead 2 spaces to watch."

"The Stormtroopers surge forward. Luke fires with a sure aim. Take another turn."

"The Millennium Falcon powers away from the Death Star. Move back 3 spaces."

"Chewie keeps firing! Take another turn."

"The laser bolts are ricocheting! Go back 2 spaces."

"You run into a pair of droids. Move ahead 3 spaces because they were able to help you."

"Threepio to the rescue. Take another turn."

"May 'the Force' be with you, Luke. Take another turn."

"Chewbacca the Wookiee wins a medal. Move ahead 1 space."

"Princess Leia places gold medallions around the necks of Han Solo and Luke Skywalker. Take another turn."

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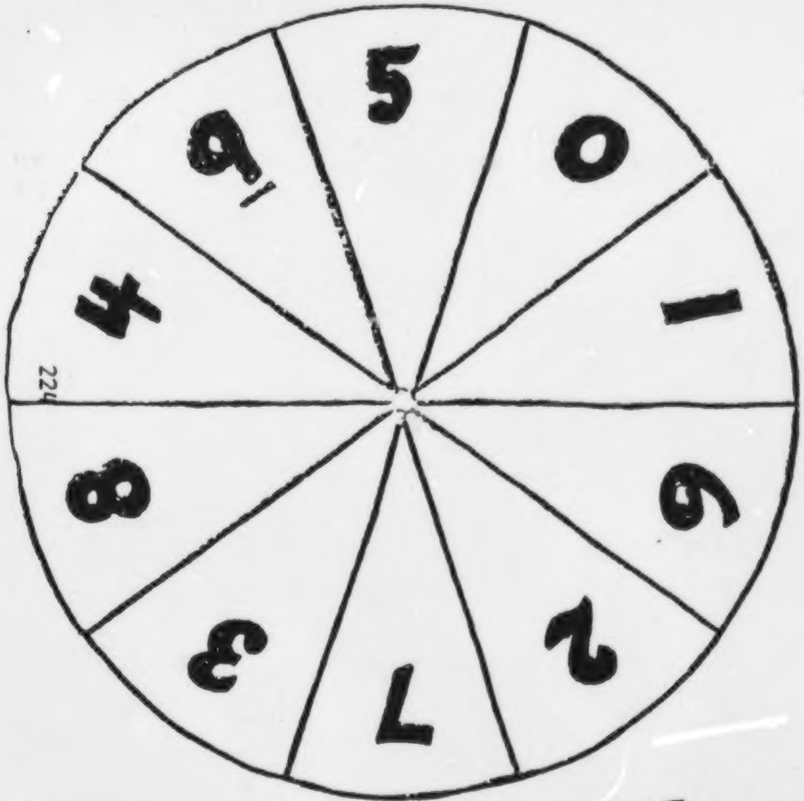
STAR WARS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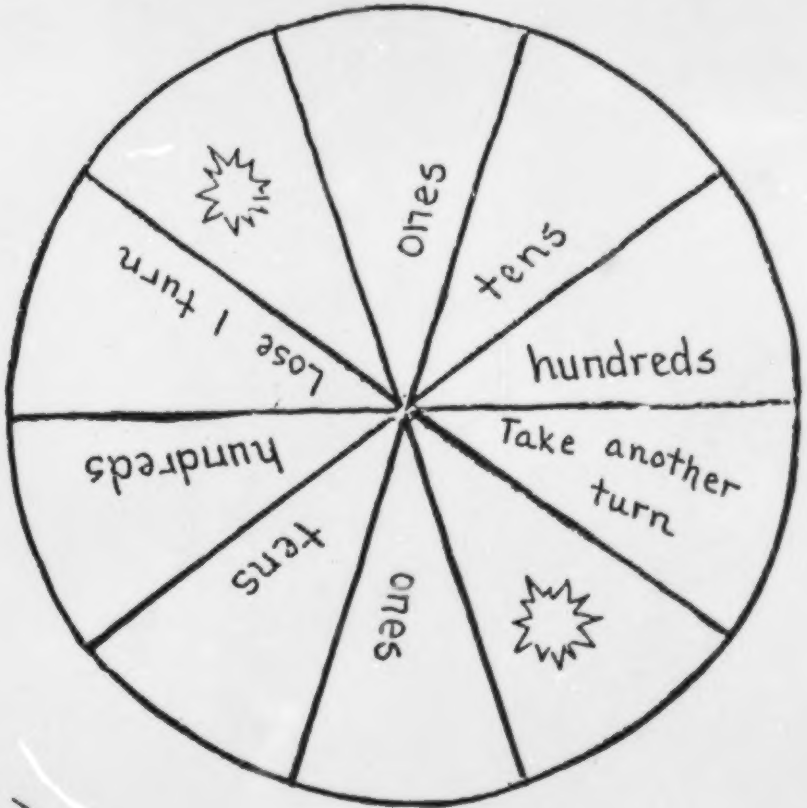
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Take another turn
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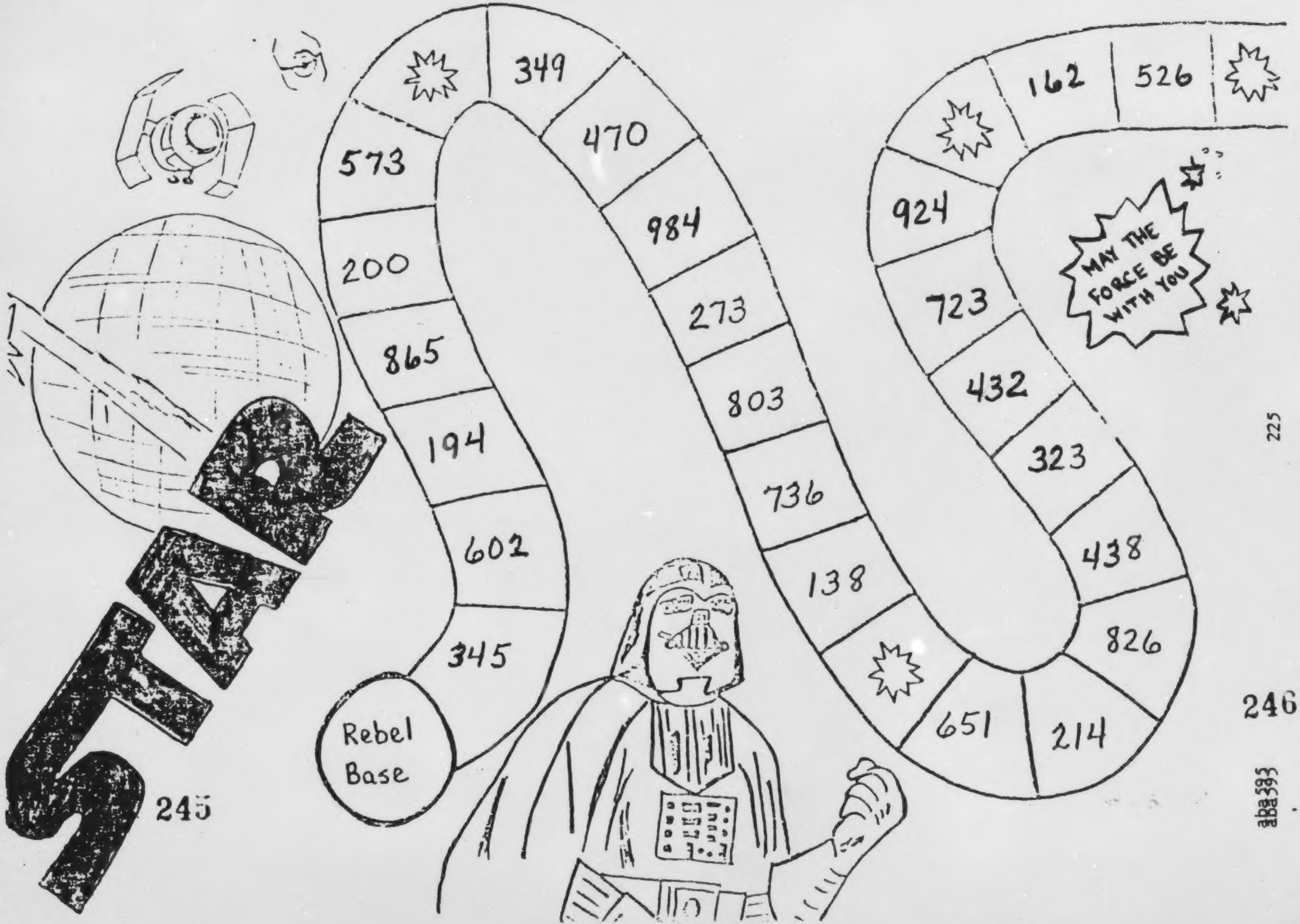
STAR
Rebel Base
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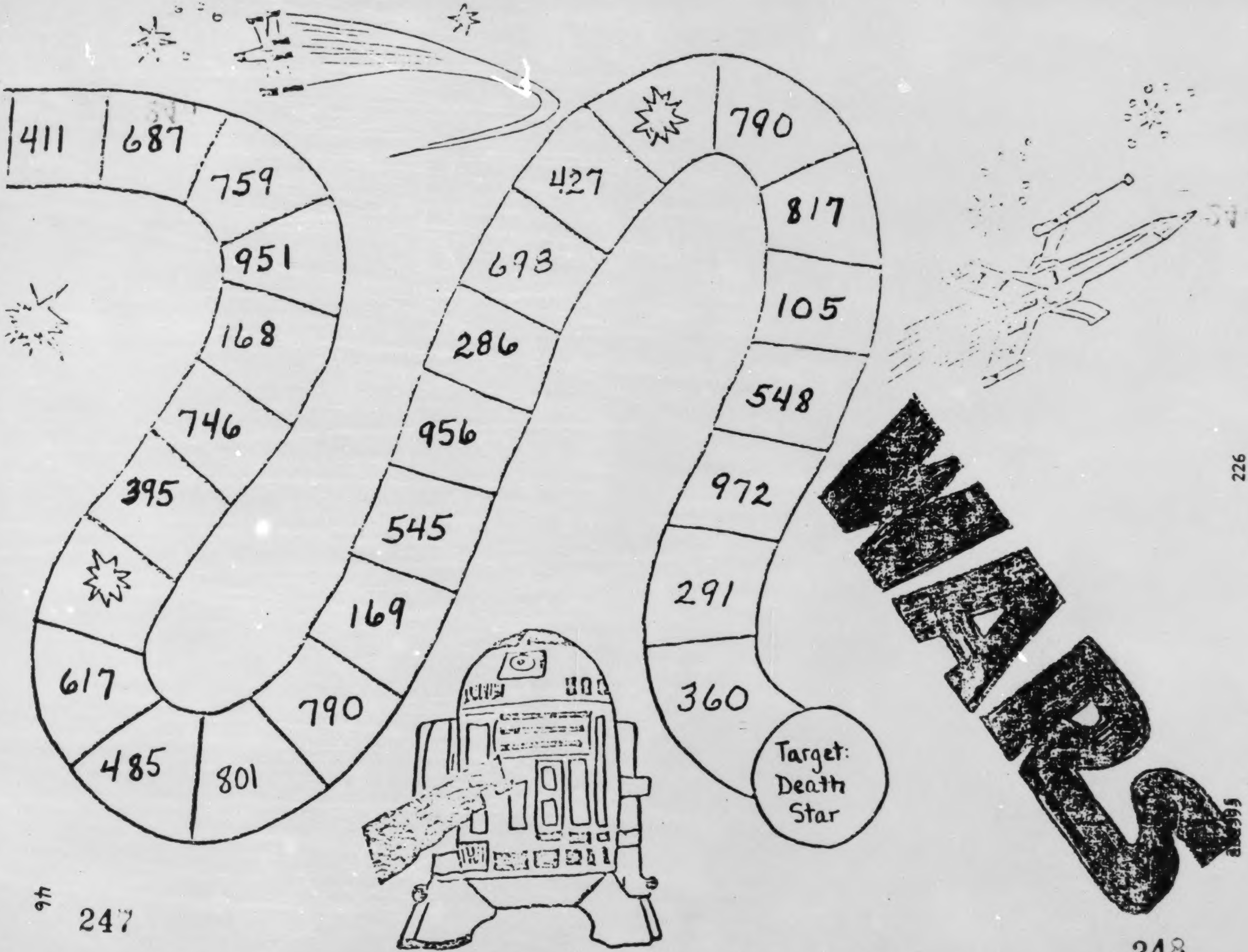
736
138
651
214
826
438
323
432
723
924
162
526
MAY THE FORCE BE WITH YOU


411
687
759
951
168
746
395
617
485
801
790
169
545
956
286
693
427
790
817
105
548
972
291
360
Target: Death Star
WARS

ROUND THE GALAXY

Objective: To provide practice in learning the multiplication tables.

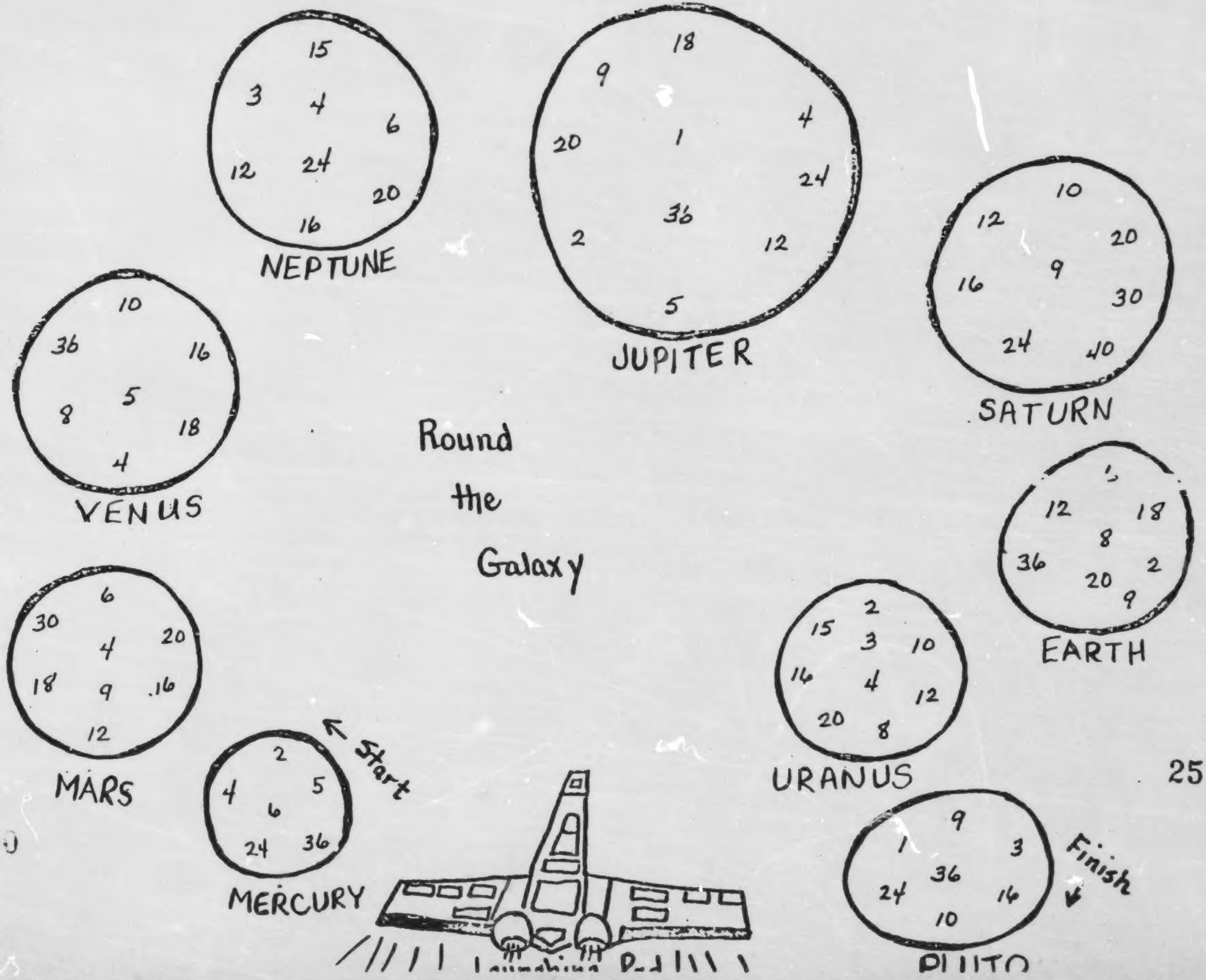
Materials Needed: Tokens for each player, two wooden number cubes numbered 0, 1, 2, 3, 4, 5, and 9, 8, 7, 6, 5, 4, and a Round the Galaxy game board.

Directions:

1. Each player places a token on the Launching Pad.
2. The first player rolls the two cubes and multiplies those numbers.
3. If the answer is on the star, Deneb, the player moves his/her token to Deneb.
4. If the product is not there, the player must stay on the Launching Pad until his/her next turn.
5. Each of the players follows in turn.
6. The play continues around the Board in the same manner.
7. The player to reach Antares first is the winner.

aba595
228

Round the Galaxy


NEPTUNE
15
3
4
6
12
24
20
16
JUPITER
18
9
4
20
1
24
36
2
12
5
SATURN
10
12
20
9
16
30
24
40
VENUS
10
36
16
5
8
18
4
EARTH
15
12
18
8
36
2
20
9
MARS
6
30
20
4
18
9
16
12
URANUS
2
15
3
10
16
4
12
20
8
MERCURY
2
4
5
6
24
36
Start
PLUTO
9
1
3
36
24
16
10
Finish
Launching Pad

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FILMS

Dysart Films

1-J-S Exploring Space - Moon and How It Effects Us. M-5788 15 m.

1-J-S Exploring Space - Understanding Our Universe. M-789 10 m.

-P- Our Sun and Its Planets. 519 11 m.

1-J-S Space Science; The Planets. M-5272 16 m.

BIBLIOGRAPHY (continued)

1-J-S What is an Eclipse. M-512 11 m.

-I- If You Could See The Earth. M-517 10 m.

-P-1 Our Class Explores the Moon. M-507 11 m.

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UNDERSTANDING CRUNCHY-COATED COMMERCIALS

MIGRANT INSTITUTE 1983

Elaine Boyer - Palo Verde #49
Sandi Iverson - Maricopa Unified #29
Isabel G. Martinez - Phoenix Elementary #1

LEVEL

Grades 5-8

CRUNCHY-COATED COMMERCIALS

PURPOSE OF UNIT:

Advertisement is an example of propaganda. Ads and commercials are a sophisticated effort of business to persuade people to buy their products. It is our intention to make migrant children aware of the many types of advertising techniques they will encounter in their daily lives. Also, to have them be able to evaluate the printed word and realize when opinions, rather than facts, are being expressed.

GOALS:

1. To have children understand the difference between fact and opinion.
2. To make children aware of the power of persuasive words.
3. To develop an understanding of advertising techniques and how they influence people.

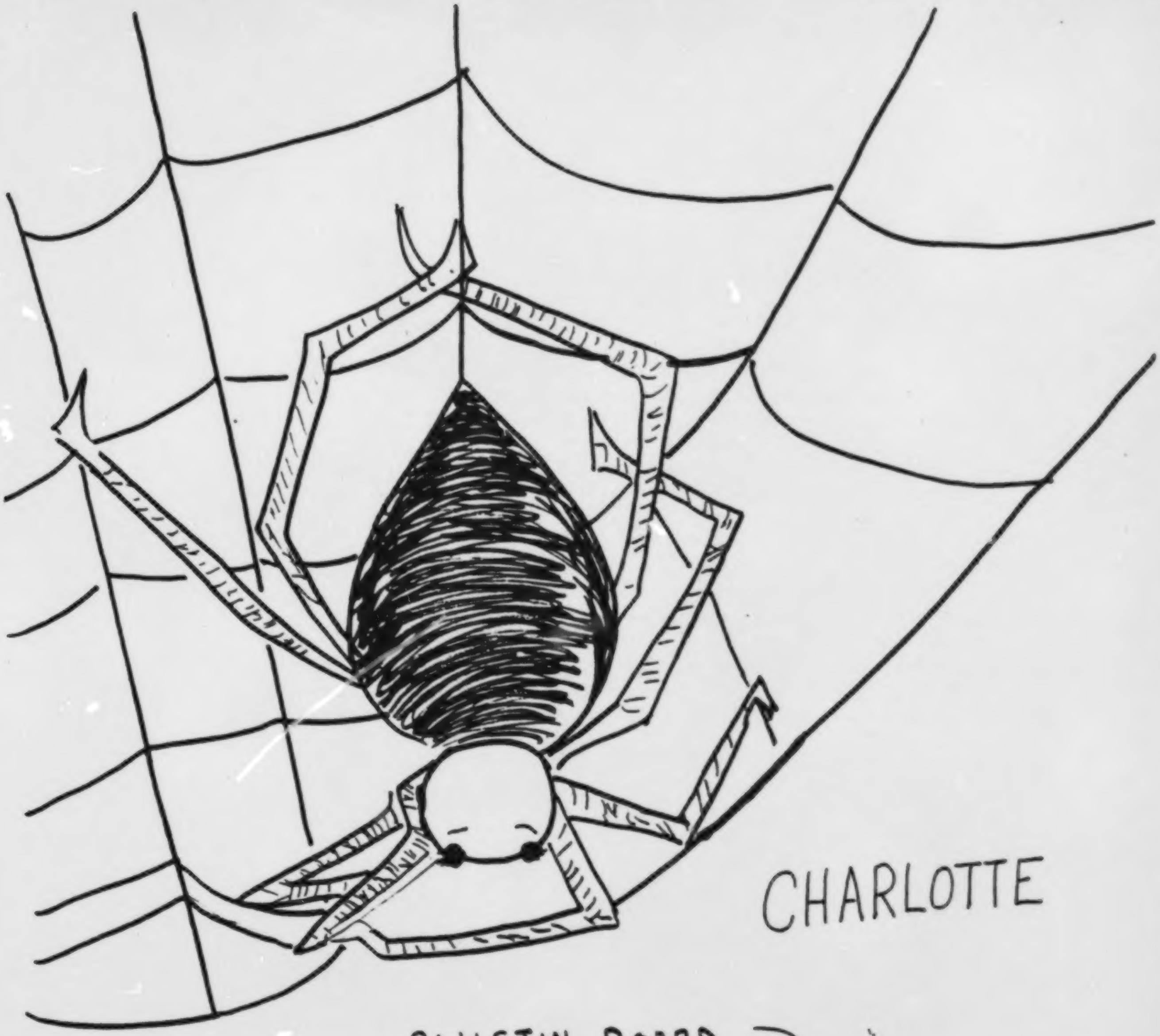
OBJECTIVES:

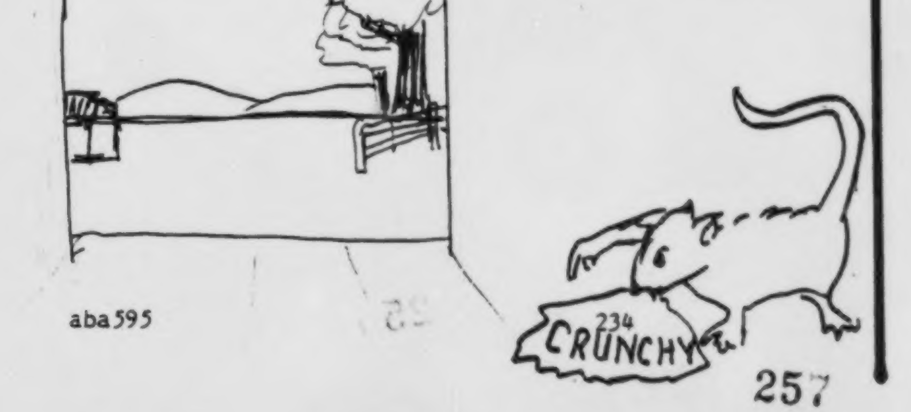
1. Children will learn to identify opinions based on clue words.
2. They will be able to write their own facts and opinions.
3. Children will identify power words in various types of advertising.
4. The students will be able to evaluate advertising techniques and the effect they have on the reader/viewer.
5. The pupils will create and then evaluate different kinds of advertising techniques.

MOTIVATION:

(Kick-Off Activity)

1. Read Charlotte's Web to the class, or be certain they are familiar with the story.
2. Using the drawings in the Unit, put up a bulletin board with Charlotte and Templeton.
3. Using Charlotte's Web, read Charlotte's idea for saving Wilbur's life on pages 66-67. Then read pages 97-101, which detail Templeton's search for "power words". Discuss why Charlotte rejects "crunch" and "pre-shrunk".
4. Ask the students to pretend that they are Templeton's friends. They must find "power words" in magazines and newspapers, cut them out, and put them on the bulletin board.
5. The next day pretend you are Charlotte and discuss each word the students found. Can the children agree on a word for Charlotte's web? If so, pin or write it on her web.
6. Tell the students that words are very powerful. They can sometimes control us; make us do a certain thing or buy something. It is important that they are aware of words and learn to think about what words are saying in advertisements and commercials.
7. Begin the Unit by making certain students understand what is a fact and what is an opinion.



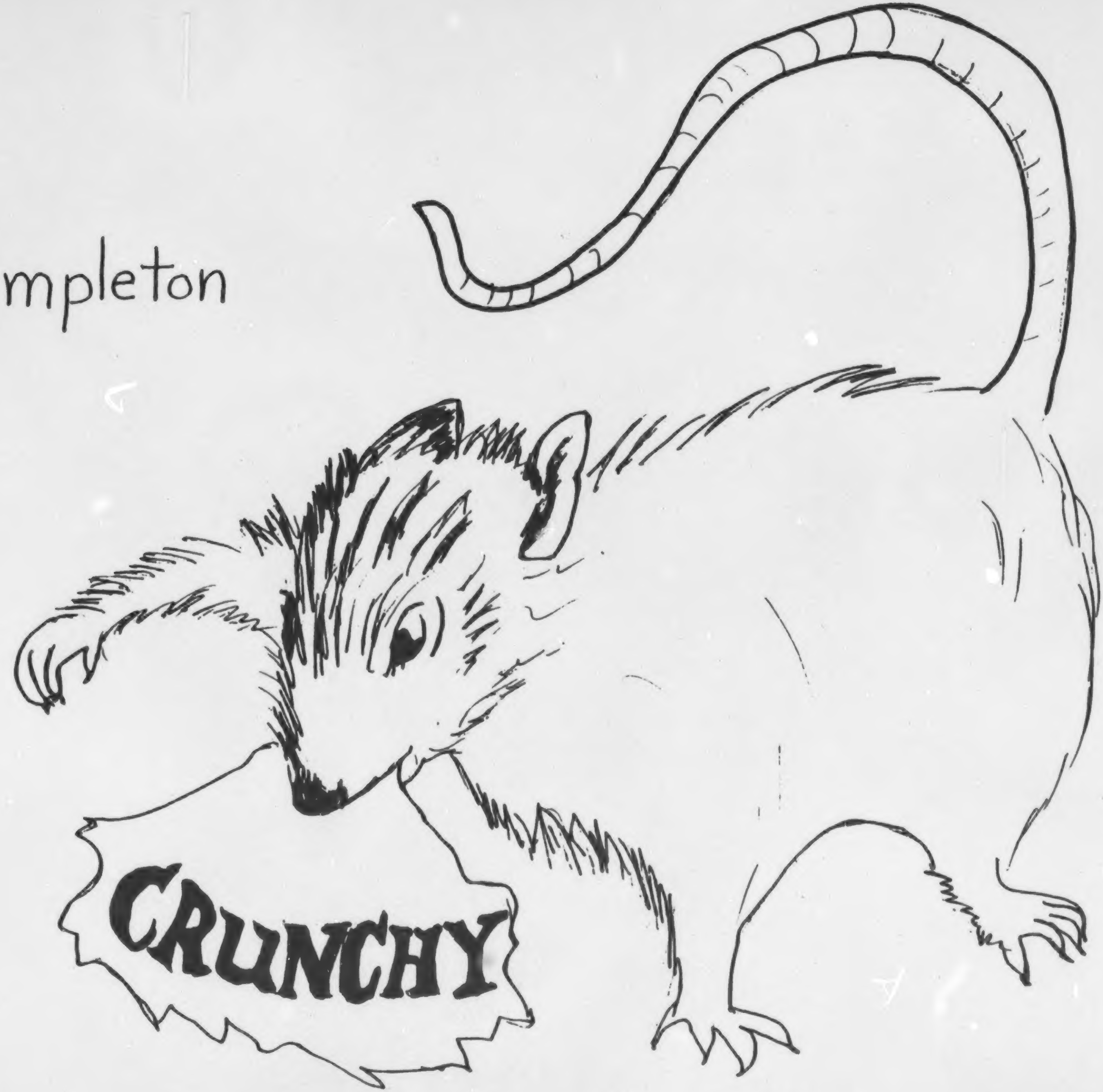

BULLETIN BOARD
HELP SAVE
WILBUR
234
CRUNCHY

aba595

aba595

235

Templeton



RECOGNIZING FACTS AND OPINIONS

Advertisements are full of opinions, that are at times confused with facts. It is very important for all of us to be able to distinguish between the two.

A fact, can be proved. It can be checked in a book, encyclopedia, magazine, or other source. These sentences state facts:

1. Sacramento is the capital of California.
2. Abraham Lincoln was our 16th President.

An opinion is what someone thinks, feels, or believes. It cannot be proved. These sentences state opinions.

1. Disneyland is more fun than Knotts Berry Farm.
2. Christmas is my favorite holiday.

Often opinions have "clue words" that let you know they are expressing a feeling or belief, rather than a fact. The "clue words" might be:

think
probably
good
bad
should
interesting
best
worst
like
hate
easier
exciting
beautiful
ugly
fun
nice
better
boring

Some "clue phrases" might be:
Some people believe.....
It seems.......
I think......
I feel that.....

Activities:

1. Discuss the above information with the students. Write the "clue words" on the board.

2. Give them the Fact-Opinion Worksheet.

3. Play "Sorting the Facts."

4. Have them work in small groups and find opinions in magazines and paste them on a sheet of paper.

5. If children are still having problems distinguishing between facts and opinions, use the Frank Schafer Workbooks, Facts and Opinions.

FACT - OPINION

Directions: Read each sentence and decide if it is a fact or opinion. Circle the correct box. Underline any clue words in the sentences. Now fill in the blanks at the bottom of the page.

		Opinion	Fact
1.	Charlie is the world's best photographer.	P	D
2.	Greyhound racing is an exciting sport.	R	L
3.	Hong Kong is the largest city in the world.	E	O
4.	Darci attends Westwood High School.	V	P
5.	Australia is south of the equator.	I	A
6.	Corvettes are very expensive.	G	S
7.	John is 6 feet, 2 inches tall.	E	A
8.	Mr. Lopez is my favorite teacher; he's tops!	N	M
9.	Autumn is the nicest season of the year.	D	T
10.	Three Little Pigs is more popular than Three Little Bears.	A	E

Advertising is called:

1	2	3	4	5	6	7	8	9	10

Sorting the Facts

The following exercise can be used with the whole class in identifying statements that are fact or opinion. Divide class into teams. Cut out the following slips and pass them out to the children. They are to read their slip or slips, decide if it's a fact or an opinion, and place it in the correct pile. The team with the most correct answers wins a trip to Hawaii. (false advertising) As an extension to this activity, pass out blank slips to your groups and have them write their own facts and opinions.

Carrots taste better than corn.

Bees make honey.

Another name for a skunk is polecat.

Crater Lake is the prettiest lake in the nation.

That route is steep but it is very pretty.

Dark colors take in more heat than light colors.

Phoenix is the capital of Arizona.

It would be nice if the work week were shorter and the weekend were longer.

A wok is a Chinese cooking utensil.

Hawaii grows more pineapples than any other place in the world.

We made $51.19 from last week's garage sale.

The Dallas Cowboys are the best pro football team.

A hot bath is nicer than a hot shower.

Marcella is smarter than Michelle.

Pottery is made from clay.

Friday is the best day of the week.

You can have more fun in winter than in summer.

Shirley Chisholm became the first black congresswoman in 1968.

Dogs make better pets than cats.

A starfish can turn its stomach inside out.

The moon is only one-fourth the size of the Earth.

Monique is the best softball player on that team.

Alina caught the limit of three trout in less than an hour.

July is a longer month than February.

Los Angeles is a city in California.

Europe is smaller than every other continent except Australia.

The maximum number of eclipses that can occur in one year is seven.

I do not like extremely hot and humid weather.

"POWER WORDS"

Certain words have very powerful or persuasive abilities. They cause us to react to them based on what we've been taught or our experiences. Because each of us is unique, different words will affect us in different ways.

Most of the "power words" used in advertising can be categorized under the following headings:

NEWNESS (futuristic)

THRIFTINESS

HEALTH

ADVENTURE

STATUS (wealth)

POPULARITY

MASCULINITY

FEMINITY

Activities:

1. Write the categories on the board. Make certain the students understand the meaning of each word. Ask them for examples.

2. Break up into small groups. Let them choose a category and find "power words" in magazine ads that come under that category. Have them list their words on a chart. (For extra skill-building, have them list their words in alphabetical order.)

3. Let the students choose a product and write an ad for it. Encourage the children to use their "power words". They may wish to design a complete ad (art activity). Afterwards, evaluate the ads as a group.

4. Cloze ditto: Have them write in "power words" and again discuss answers.

   ANSWERS: Words used in the actual ads. (Accept anything which makes sense.) 1. huggable; 2. unique; 3. suffering; 4. oily, 5. satisfaction; 6. protect; 7. fighting; 8. smooth; 9. savage; 10. room.

5. Reproduce the POWER WORD HUNT. Afterwards, let them explain how they categorized the power words.

DON'T CLOZE THE DOOR!

Name: ______________________

Insert "power words" in the sentences below to make them effective ads.

1. These new toys are ________fun.
2. Shower-Shaver is the __________ razor designed for the shower.
3. Save your baby hours of ________.
4. Discover Crisco. It has no heavy, ________taste.
5. Only one gum guarantees _________.
6. Blistex has what it takes to _______dry, chapped lips.
7. Colgate keeps ________cavities, day and night.
8. Jell-O tastes ________and creamy.
9. Capture the _________tan.
10. Chevy is giving you more ______; more power.

POWER WORD HUNT

I	S	M	E	C	H	O	I	M	P	O	R	T	E	D
P	L	E	X	T	R	A	N	A	E	F	I	R	S	E
S	U	P	E	R	N	U	T	C	M	O	T	O	U	P
N	U	E	Q	E	I	L	R	H	S	I	V	P	L	E
S	E	N	S	A	T	I	O	N	A	L	T	I	R	N
T	U	S	B	F	D	Y	N	A	M	I	C	T	E	D
L	N	I	A	E	M	R	P	P	F	O	A	W	F	A
U	X	V	R	S	A	G	E	O	O	S	L	E	A	B
S	M	E	G	N	U	T	R	I	T	I	O	N	A	L
T	R	O	A	L	F	R	A	G	R	A	N	C	E	R
O	W	F	I	T	L	I	S	B	U	F	G	X	L	E
P	C	U	N	I	O	U	E	F	L	U	X	U	R	Y
A	B	N	O	S	T	C	O	B	S	E	M	R	I	Z
A	P	R	E	S	E	R	V	A	T	I	V	E	S	E

BARGAIN
SENSATIONAL
LUXURY
MACHO
PRESERVATIVES
DEPENDABLE
IMPORTED
NUTRITIONAL
UNBEATABLE
TROPICAL
EXPENSIVE
DYNAMIC
FRAGRANCE
UNIQUE
SUPER

What Next? On the back of this paper, put these power words into the 8 categories.

10.

ADVERTISING TECHNIQUES:

The advertising agencies have many techniques for the consumer and convincing him/her to try their product. As consumers it is up to us to educate ourselves about their techniques. Much money is spent by the advertising companies to research consumers and their habits. Below is a compilation of different advertising strategies. As a teacher, you may choose the terms you feel are appropriate to your students' level of understanding.

1. BANDWAGON - Everyone has one; you should too.

   Example: Jordache Jeans.

2. EMOTIONAL WORDS/LOADED WORDS - Words that cause people to have strong feelings for or against something.

   Example: Maytag makes dependable washers.

3. REPETITION/SLOGANS - Repeating key words in hopes that people will remember the name of the product.

   Example: Double your pleasure, double your fun.

4. TESTIMONIAL/ENDORSEMENT - A statement made by some well-known person recommending the product being sold.

   Example: Bill Crosby and Pudding Pops.

5. SNOB APPEAL/IMAGE MAKING - The product is used by the wealthy; using the product will give you status.

   Example: Grey Poupon Mustard.

6. SCIENTIFIC CLAIM/STATISTICS - The product is presented with technical drawings; medical or numerical information that sounds impressive.

   Example: Bayer Aspirin.

7. GENERALITIES/VAGUE CLAIMS - The product has something but it is not clear what it is.

   Example: Prell gives you more body; Kent gives you flavor you can count on.

8. SAVING MONEY/COMPARATIVE SHOPPING - The product will save you money, compared to other brands.

   Example: Ivory washes more dishes per capful.

9. COMPLIMENT THE CONSUMER - This ad flatters the consumer; makes him/her feel intelligent or important.

   Example: L'Oreal - You're worth it.

10. CUTE/COMICAL - The product is presented in a zany manner.

    Example: Tums; Fruit of the Loom Underwear.

ACTIVITIES:

1. Make a poster of the advertising techniques you plan to teach, so they'll be available to the students during the Unit.

2. If possible show one of the filmstrips listed in the bibliography.

3. Make copies of the four ads for each student or for small groups. Have them decide what advertising techniques are being used and why they think so. Discuss answers, as they will vary.

4. Spend one day on slogans. Explain that slogans can be set to music. Ask for examples. Aliteration (words beginning with the same sound), helps people remember a product. Have them think of examples. Also, mention repetition. Pass out "NAME THAT PRODUCT" and have them fill it in.

   ANSWERS: 1. Honda; 2. Brim; 3. Anacin; 4. Coke; 5. McDonalds; 6. American Airlines; 7. Band-Aid; 8. Charmin; 9. Duracell; 10. Diet Pepsi.

5. Can they find products that are named for what they do? An example would be Pearl Drops Toothpolish. Have them create imaginary products with names that describe them.

6. Using the evaluation form, have the students listen to and evaluate three commercials at home. Here are four guidelines to follow:

   a. Listen for words that appeal to your senses.

   b. Listen for rhyming words or words with an interesting sound.

   c. Listen for groups of words that begin with the same sound.

   d. Listen for catchy slogans.

   In class, have them figure out what advertising technique was used in one of the commercials. Discuss their answers.

CONCLUDING ACTIVITY:

Commercials involve a lot of time and expense to prepare and put on the air. Because commercials are so expensive, most of them are only 30-45 seconds long and contain approximately 70 words.

Ask students to choose a partner with whom they can create, practice and present a 30-second TV commercial. (Shy students could tape their commercial.)

Remind them to use the advertising techniques and power words they've studied. Their goals is to grab the consumer's attention and create a desire to buy the product being advertised. Music, art work, poetry, etc., may be included. The final presentation could be given to another class or parents or possibly videotaped. (Variation: Assign the same product to everyone. Who can create the best commercial?)

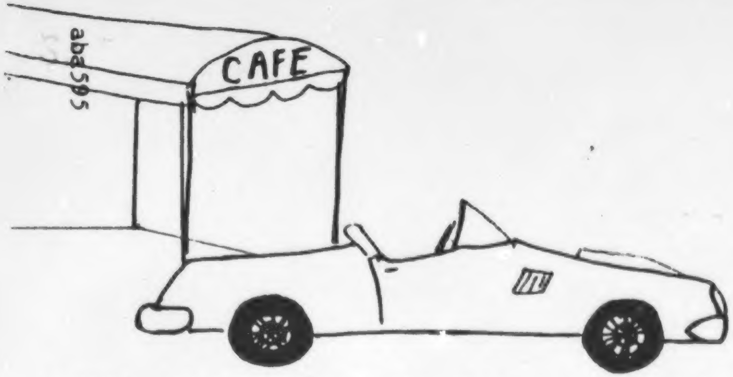
NAME THE PRODUCT!

Directions: Fill in the name of the product in each slogan below. Then be ready to tell what type of advertising technique it uses.

1. Follow the leader. He's on a ________.
2. Fill it to the rim with ________ coffee.
3. Take 3, Aspirin-Free, ________.
4. It's the REAL THING, ________.
5. You deserve a break today, at ________.
6. We're, ________ ________, doing what we do best.
7. I am stuck on ________, and ________ stuck on me.
8. Please, don't squeeze the ________.
9. ________, the cooper-topped battery.
10. Now you see it, now you don't. ________ ________ won't go to your waist.

Now, can you think of 5 other slogans?

1. ____
2. ____
3. ____
4. ____
5. ____



THE CAR THAT SAYS YOU MADE IT

REDHORSE
Not for everyone

245

A

Why can't you get a job?

You're willing to work
Could your problem be
your breath?
Why not take a chance?
Switch to BRITE toothpaste
It could make a difference

BRITE...
For sweet breath

B

Ask Lefty McGrew what he
depends on to keep the cool
look women go for...

"After 9 innings
my hair needs the
best. That's why I
use KON-TROL
shampoo."

260

Lefty McGrew
Dodgers Outfielder

C

GET IN SHAPE

Like hundreds
of other people.

SWIM AWAY UGLY FAT

Attend a meeting at
Figure Lady - 201 S. 10th Ave.

270

D

aba595

EVALUATING T. V. AND RADIO COMMERCIALS

NAME________________

	1	2	3
1. What is the name of the product?			
2. What is the ad about?			
3. What does it promise?			
4. Would you try this?			
5. Why or why not?			
6. Do you need more information?			
7. If yes, what do you want to know?			

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A-V MATERIALS

Charlotte's Web. Set of 6 Filmstrips; $229.50. Barr Films, P. O. Box 5667, Pasadena, CA 91107.

Persuasion Box, 1 Filmstrip/1 Game. Doublespeak Box, 2 Filmstrips/Tapes/Games. Learning Seed Company, 145 Brentwood Drive, Palatine, IL 60067.

Smart Spending. Olcott Forward, Inc., Hartsdale, NY (Career Education Materials).

Consumer Advertising; $7.00. Proctor and Gamble, Educational Services, P. O. Box 1400, Cincinnati, OH 45214.

Propaganda Game; $6.50. WIFF-N-PROFE, 111 Maple Avenue, Turtle Creek, PA 15145.

BOOKS

Library Books:

White, E. B. Charlotte's Web. Harper and Row, 1952.

Whitney, David C. Facts and How to Find Them. Franklin Watts, 1966.

Textbooks:

*Language for Meaning. Houghton Mifflin, 1978. Grades 3-6.

Oral Language All Day. National Migrant Education Program, 1980. Page 23: "Would You Buy This?" "Get Your Facts Straight" "Do You Believe?"; page 68: "Hype In Advertising".

Our Language. Noble and Noble, 1977. Grades 3-6.

Patterns of Language, American, 1979. Grade 6.

Rand McNally Reading Series, Grade 4.

Scott Foresman Reading Series, Grades 7 and 8.

The World of Language, Follett, 1972. Grade 5.

*Excellent progression of ads through all grade levels.

"AD"ING IT UP

MIGRANT INSTITUTE 1983

Susan Steinour - Gila Bend District

LEVEL

Grades 4-12

GOAL:

The student will become acquainted with classified ads dealing with household goods, housing, and employment and will be able to interpret them for use in his/her migrant lifestyle.

OBJECTIVES:

1. Each child will be able to find the classified ad section of a newspaper.
2. Each child will be able to understand standard abbreviations the newspaper uses in classified ads.
3. Each child will become knowledgeable of the classified ads distinctive vocabulary.
4. Each child will be able to write a simple ad using the abbreviations and vocabulary learned in this unit.
5. Each child will develop a sense of worth in himself/herself in helping the family understand their changing world.

VOCABULARY:

The presenter of this paper feels a need for more vocabulary not associated with the abbreviations needed to read classified ads successfully. It is further suggested to the teacher to include these words in the students' personal dictionary, #8 under assignments.

classified ads
commercial ads
garage sale
household goods
make (car)
partner
secretarial service
wage
yard sale

Miscellaneous Household Goods

access	accessories
aft	after
applcs	appliances
apt	apartment
bdrm set, bed set	bedroom set
bdsprd	bedspread
beaut	beautiful
blk	black
bwn	brown
bx spring & matt	box spring and mattress
B & W	black and white
chr	chair
combin	combination
compl, comp	complete
cond	condition
dbl	double
dbl bed	double bed
delv	delivered
din set	dining room set
Dlr	dealer
DR	dining room
ea	each
elec	electric
equip	equipment
excel cond, exc cond	excellent condition
fixt	fixtures
furn	furniture
gd	good
guar	guaranteed
immac	immaculate
inc	includes
kitch	kitchen
lgth	length
lk	like
lrg, lg	large
mdl	model
misc	miscellaneous
mos	months
ofr	offer
orig	original, originally
pc	piece
pr	pair
reas	reasonable
refrig, rfrg	refrigerator
rm	room
rnge, rng	range
sz	size
tbl	table
TV	television set
uphost	upholstered
vac clnr	vacuum cleaner
w-____	with ____
wht	white
WKend	weekend
yrs	years

Miscellaneous Household Goods

In the want-ad section of any newspaper, find the items listed below. Be sure that you do not go over the price indicated. Tape an ad in each box below. Write each ad, using no abbreviations.

1. Black and white TV – not over $35.

Tape ad here.

2. Single bed with springs and mattress – not over $45.

Tape ad here.

3. Sofa – not over $35.

Tape ad here.

4. End tables or coffee table – not over $30.

Tape ad here.

Household Goods

The ads below have been taken from the MISCELLANEOUS HOUSEHOLD GOODS section of newspaper want-ads. Write the following ads, using no abbreviations.

1. Bed set, dbl, exc cond, $35. Maple kitch tbl, cute, $5. 234-8767

____

____

2. Zenith TV, exc cond, $25. RCA Color $85. 777-3546. Dlr

____

____

3. New wood rnge, 1 elec rnge, 1 rfrg, 1 lawn mower & misc tools. 278-6543

____

____

4. 2 pr bwn drapes, $25 pr. 2 twin bdrm sets, 5 pcs in ea, $125 set. lrg metal mirror. delv. 345-9080

____

____

____

5. Washer & dryer, matched pr, $57 ea or $100 pr. Tbl & 4 chrs, $45, vac clnr, $35. 675-8967

____

____

____

6. Apt sz refrig $20, wht coffee tbl, $25. 2243 Morrison Blvd., Apt 1

____

____

A Place to Rent

AEK	all electric kitchen
air, A/C	air conditioned
applcs	appliances
appt	appointment
apt	apartment
avail, avl	available
Ave	Avenue
ba	bath
bldg	building
blk	block
Blvd	Boulevard
brm, bdrm, br, bedrm	bedroom
cln	clean
cln fee	cleaning fee
clrd	colored
cls-in	close in
cntr	center
comf	comfortable
comp, compl	complete
cond	condition
conven	convenient
cpl only	couples only
cpt, crpt	carpet
cptng	carpeting
da	day
dec, decor	decorated
dep	deposit
dist	district
DLX	deluxe
drps	drapes
dshwashr, DW	dishwasher
dwn	down
dwntwn, dntn	downtown
ea	each
elec	electric, electricity
elev	elevator
empl, emp	employed
entr	entrance
exc	excellent
exc loc	excellent location
facils	facilities
frig	refrigerator
frplce	fireplace
furn	furnished
garb, grbg	garbage
gar, garg	garage
hdwd flrs	hardwood floors
hskpg rm	housekeeping room
incl, inc	includes
info	information
inq	inquire
kitch prv, kitch privls	kitchen privileges
laund, ldry, lndry	laundry
liv rm	living room
loc	location, located
lrg, lge, lg	large
Mgr	manager
mo, M	month
mod	modern, moderate
nc	nice
NE	Northeast
nr	near
Nudec	newly decorated
NW	Northwest
off-st	off street
pd	paid
perm	permanent
pnt	paint
pref	preferred
priv rm, pvt rm	private room
prkg, pkng	parking
pt utils pd	part utilities paid
pvt ent, priv ent	private entrance

Rd Road
reas rates reasonable rates
rec rm recreation room
req required
refr, ref, refrig refrigerator
refs references
remod remodeled
resp, respon responsible
rm room
rng, rnge range

schl school
SE Southeast
serv service
sgl single
shpng shopping
shr share
shwr shower
spac spacious
St Street
stor storage
stu studio
stv stove
sundk sundeck
SW Southwest

trans transportation

unfurn unfurnished
utils utilities

vu, vw view

w- ___ with ___
wk, W week
wshr dryr, WD washer and dryer
wtr water
WW cpt, WW carpet wall-to-wall carpeting

yd yard

A Place to Rent

The ads below have been taken from the RENTALS section of newspaper want-ads. Write the following ads, using no abbreviations.

1. 2 bdrm, all elec, rng, refr, DW, crpts, drps, gar avail $180 - Mgr 636-4719

____

____

2. 2 bdrm $160 mo, rng, refrig, DW, WW cpts, drps. Adults. 654-8366, 2500 SE River Rd.

____

____

3. Walk to town, quiet old unfurn 2-rm hskpg apt w-priv porch $100, 1-br apt with own entr $150 to adults w-refs. 226-3452

____

____

____

4. New dwntwn apt, $125 mo, unfurn, single person pref. Call owner 227-2345.

____

____

5. 1 bdrm $165 (on lease $160) crpt, drps, avocado applcs, elec heat, bus 1 blk, no pets. See anytime. Mgr 298-7698

____

____

6. Comf 1 bedrm apt, extra pull dwn bed, $130 inc heat. Close to dwntwn and bus. 1125 SW 8th St., 222-1515

____

____

Finding a Job

5D	five days
aft	after
agcy	agency
appt	appointment
asst	assistant
avail	available
begnr	beginner
btwn	between
bus	bus boy or girl
co	company
comm	commission
dep	dependable
dept	department
equiv	equivalent
E.O.E.	equal opportunity employer
eves	evenings
exc, excl	excellent
exper, exp	experience
exp nec	experience necessary
exp pref	experience preferred
fcty	factory
gd	good
grad	graduate
hr	hour
hrly	hourly
immed	immediate
inq	inquire
intrstng	interesting
mfg	manufacturing
mgmt	management
Mgr	manager
mo, M	month
oppty	opportunity
pd vac	paid vacation
perm	permanent
pt, PT	part-time
reas	reasonable
refs	references
req	required
respon	responsible
sal	salary
secty	secretary
som	some
st	start
vic	vicinity
w-____	with ____
wk	week
wkday	weekday
WKend	weekend
wpm	words per minute
yr	year

Find four jobs that would be suitable for you in the want-ad section of any newspaper. You must be able to meet the qualifications that are set. Tape an ad in each box below. Write each ad, using no abbreviations.

1. *Tape ad here.* _________________________________

2. *Tape ad here.* _________________________________

3. *Tape ad here.* _________________________________

4. *Tape ad here.* _________________________________

Finding a Job

The ads below have been taken from the HELP WANTED section of newspaper want-ads. Write the following ads, using no abbreviations.

1. Concession work, PT, eves. Family type theater. Call aft 6:30 PM. Ask for Mgr. 236-3452, Moreland Theater

2. Desk Clerk, som exper req. Salary depends on exp. Contact Ms Martsolf. 228-2346

3. Grocery clerk needed immed for PM shift and WKends. Inq Circle K Grocery, 18311 SW Farmington Rd. No phone calls

4. Waitress, bus, PT, exp pref, local refs req. Apply in person, 2 to 3 PM. Poor Richard's Restaurant, 2308 NE Broadway

5. Salesperson, exper in clothing, 40 hr wk, w-gd personality, neat, st $2.80 hr. Call Mr. Jones 234-8776 wkdays 2-5.

ASSIGNMENTS: May be used as part of the Unit lesson plans.

1. Your car is not running well. You need $600.00 to fix it up to working again. Look in the newspaper and find ads for cars less than $600.00. Compare the year, make, and advertised condition of the cars. Select several you would call about or go to see. Cut out the ads, paste or glue them to a sheet of paper. Circle one you think you might like to have. On another piece of paper, write why you selected that car. Give as many reasons as you can.

2. Now write an ad you would use to sell your old car, before it quits working! Give the year, make, added features, amount you would like to receive, and any other information you think a buyer would need to know.

   Using a newspaper, add up the cost of each word and estimate the cost of the ad.

3. You need a house by a certain date in another city. Write up an ad telling the number of rooms you will need and/or other information you would like to use in the ad. Write a letter to the newspaper in that city and include the ad. Tell the date(s) you want the ad run. The newspaper will send you a bill to be paid before the ad is run, so be sure to write the letter at least a month before you plan to move.

4. You have a dental or doctor appointment. Your car is not running. Write an ad that can be put in a grocery store. Many stores provide a board to hang ads. (Many migrant areas are away from these facilities and rides can be a real problem.) Use your judgment in the wording. Compare your ad with others in your room. Select the ones that would probably get the most response.

5. Using the garage sale ads, yard sale ads, and porch sale ads, do the following activities:

   5.1 List all ads with household furniture.
   5.2 List all ads with clothing.
      5.1.1 Children's clothing.
      5.1.2 Clothing for adults.
   5.3 Appliances.
   5.4 Tools.
   5.5 Fresh fruits and/or vegetables.
   5.6 Other categories student may find of interest.

6. Invite the local newspaper to come into the room and give a talk on the classified ad section of the paper and show the form used to write up ads.

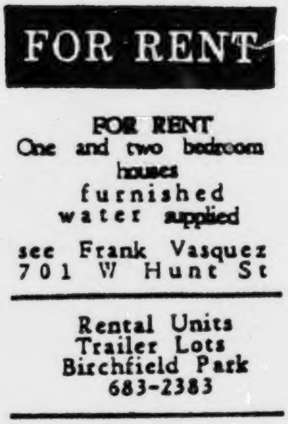
   If the newspaper is within walking distance, a short field trip should be taken to that office.

7. Create a password game from the vocabulary lists used in this unit. The writer of this unit feels the game is very strong in reinforcing vocabulary. Synonyms are useful in oral and written communication, as are antonyms which are also used in password at a higher level of cognition.

8. Each student may use a pre-made book to keep all the new vocabulary words at hand for use in the activities. It is suggested to have the students write the definition of each word in their own vocabulary for greater conceptual accuracy. (The teacher will need to monitor the student dictionary if language development is not at grade level.)

ACTIVITY:

Using two or more samples of classified ads, preferably from a small community and a larger one, have the children orally discuss similarities and differences. Below are two samples. One comes from the Gila Bend Sun, the other sample comes from the Los Angeles Times.

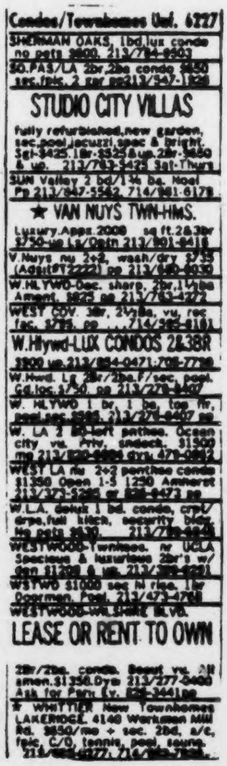


FOR RENT

FOR RENT
One and two bedroom
houses
furnished
water supplied

see Frank Vasquez
701 W Hunt St

Rental Units
Trailer Lots
Birchfield Park
683-2383



STUDIO CITY VILLAS

★ VAN NUYS TWN-HMS.

W.Hlywd-LUX CONDOS 2&3BR

LEASE OR RENT TO OWN

Children should observe these similarities:

1. addresses
2. phone numbers
3. specific information included

The following differences should be noted:

1. size of print
2. use of abbreviations
3. listings specific in the larger community's newspaper
4. use of area codes in telephone numbers
5. amount of money or cost shown

ACTIVITY:

(Adapted from Oral Language All Day, National Migrant Education Program, November 1980.)

32 Oral Language Expression
    10 Functional Communication
        360 Giving Directions

Write It and Read It

Small Groups, Intermediate
Newspaper Ads Written By the Students

Using a tape recorder, role-play making a telephone call to a newspaper. Tell your name, when you want the ad run, and ask how much your ad will cost, how you can pay for it. Then read your ad.

Have other students play the part of the newspaper worker.

Play the tape back to a small group. Orally discuss the ad for accuracy and clarity.

HINT: Be careful not to let the discussion get out of hand and become too critical. This is for help and not designed to condemn each other in written or oral usage.

ACTIVITY:

(Adapted from Oral Language All Day, National Migrant Education Program, November 1980.)

12 Critical Listening
    10 Evaluation
        200 Fact/Opinion

Get Your Facts Straight

Large/Small Groups, Advanced
For Sale Ads - Newspapers

Select ads. Read orally to the students. Give a copy of each to the students. Help identify parts of the ads which are FACT and which are FICTION. Finally, have the students discuss how the ads differ in their reality.

HINT: Ads selected may be changed to HELP WANTED. If the paper is large enough, other topics may be selected.

ACTIVITY:

AD LANGUAGE

Please Help me! My pencil slipped and I wrote my words all wrong. I hope you are a good teacher. I don't want them to stay scrambled all my life!

aygenc ____________________

elbaddpeen ____________________

lyhour ____________________

panycom ____________________

execneirep ____________________

daykeew ____________________

victyini ____________________

opporitytun ____________________

diateimme ____________________

ttaasssin ____________________

aaavilble ____________________

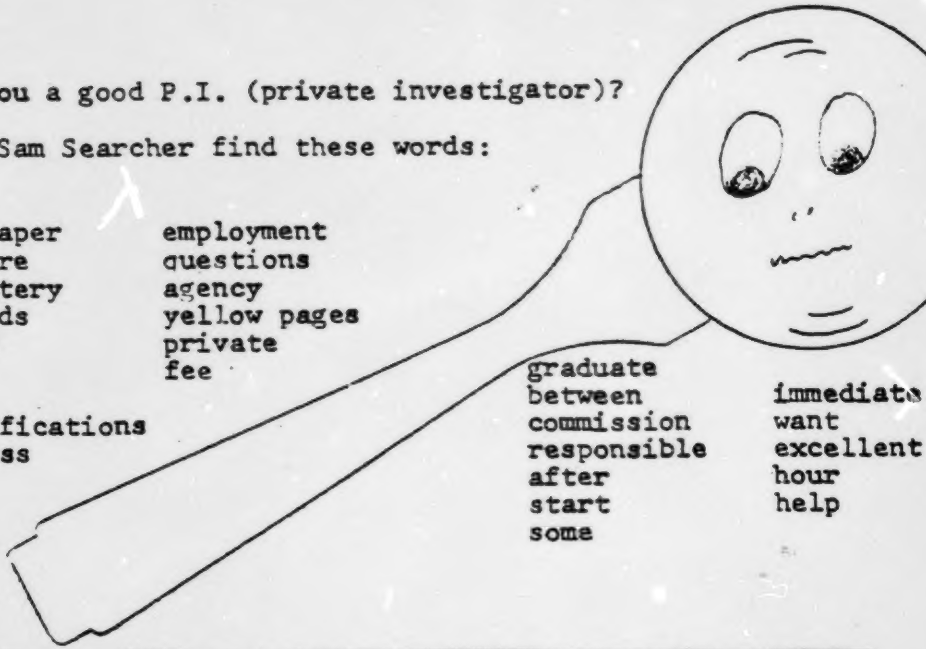
commissnoi ____________________

deerrferp ____________________

If you can do 5-7 - good,
if you can do 8-10 - super,
if you can do 11-13 -
you must have your doctorate degree!

Are you a good P.I. (private investigator)?

Help Sam Searcher find these words:



newspaper
inquire
secretery
depends
phone
neat
jobs
qualifications
address

employment
questions
agency
yellow pages
private
fee

graduate
between
commission
responsible
after
start
some

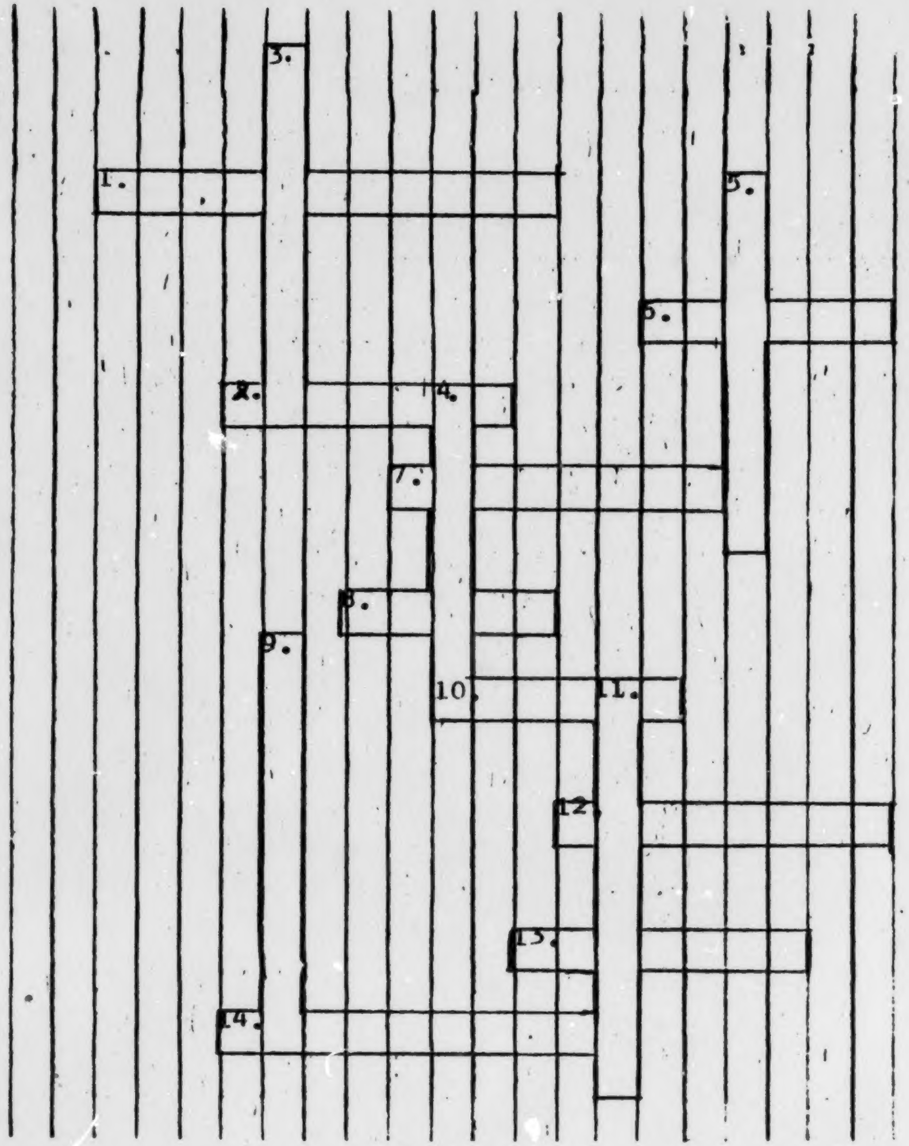
immediate
want
excellent
hour
help

rpqyosccommissionti
newspapertinquireum
pnuezahrzayuuoouaom
snrceioxprivatertre
startunxjzbclduoped
syzebqehaurbjrazosi
eyetabstbzeafteropa
xndependsiceipleaat
cserctheeasectypene
ewryiwttegrcaddress
lgomeesheelftcompil
lretqeefantaist1cbis
eaubunerscnaokekils
ndslemploymentiefef
tufrsanksusasomerww
aarrtenniffckhelppaa
dtililackeihescheshn
yellowpageszbkroazt
scarnesnzpotlyntrev
kagnsbazleneameasea

PARTNER PUZZLE

Find a partner and do this puzzle together.

Change these abbreviated words into their unabbreviated form.



DOWN:

1. aft
3. avail
4. eves
5. immed
9. exper, exp
11. refs

ACROSS:

1. appt
2. btwn
6. agcy
7. perm
8. mo, M
10. sal
12. req
13. Mgr
14. dep

BULLETIN BOARDS:

Linda Holmes, Gila Bend Elementary School teacher, suggested the following bulletin board ideas.

1. Materials: classified ad section of a newspaper, red letters, white or pastel backgrounds. Trim can be made from the colored funnies of the classified ad section.
2. Use packets attached to the board to hold activity sheets associated with the unit.
3. Using WHO, WHAT, WHEN, WHERE, HOW, etc., place red yarn between the word and the answer found in the ad (4.2).
4. Bulletin boards are illustrated on the following two pages.

WANTED: Ad Activities Completed

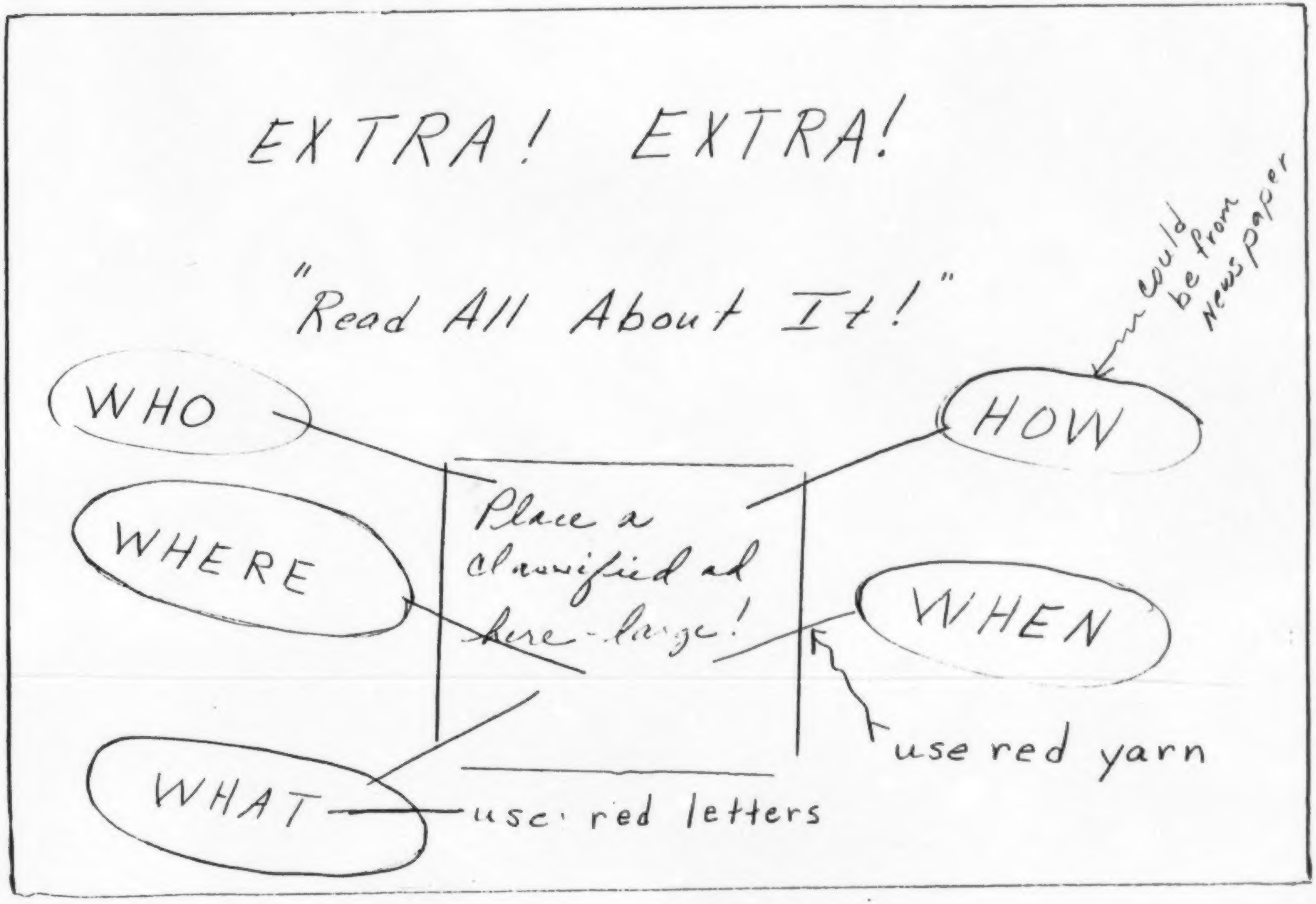
REWARD: A Happy Smile on Your Teacher's Face

Packet
for
wksh
Partner
Puzzle

Packet
for
wksh.
Sam
Searcher

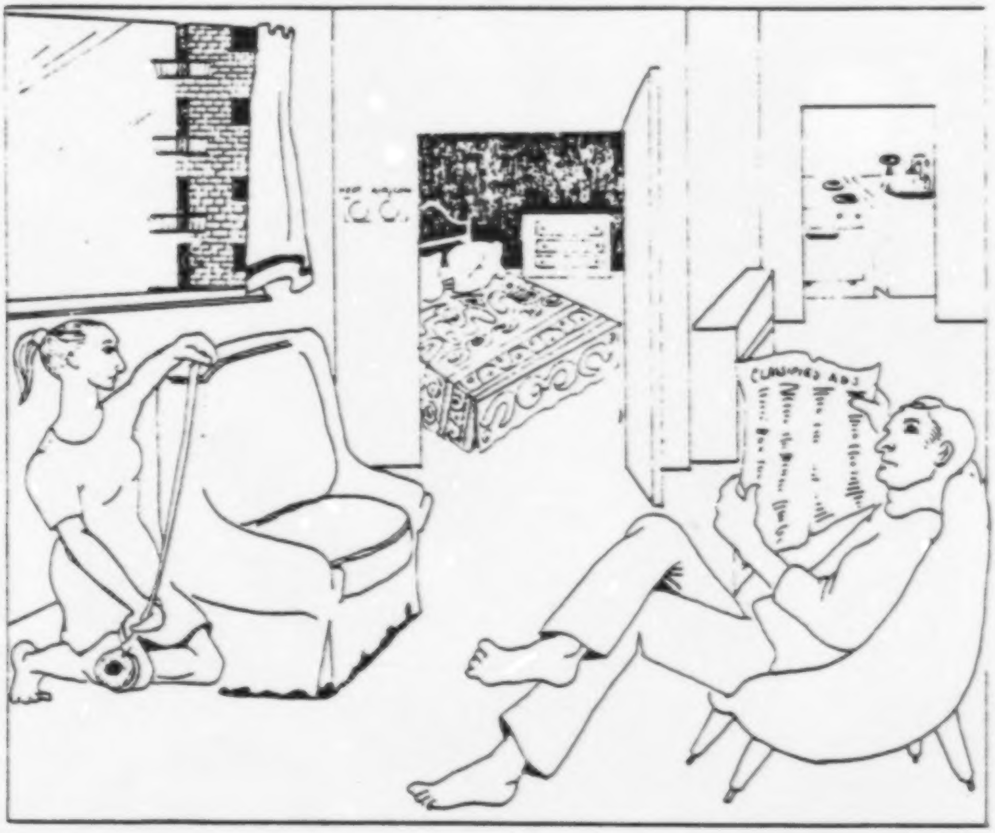
Place Yosemite
Sam with guns
drawn here.

Packet
for
wk sheets
Unscramble


EXTRA! EXTRA!
"Read All About It!"
WHO
WHERE
WHAT
HOW
WHEN
could be from Newspaper
Place a classified ad here - large!
use red yarn
use red letters

Optional - use only if you feel your students will benefit from the exercise.

Part One



READING ONE

They've just moved into a new apartment. It's a one-bedroom apartment in a big, new apartment building. It has air conditioning.

The apartment has a living room, bedroom, bathroom, kitchen, and dining area. There's a dishwasher in the kitchen.

They pay $175.00 a month for the apartment. They don't pay for electricity or gas.

Apartments in new buildings are often more expensive. If an apartment has air conditioning or a dishwasher, it's probably expensive.

Apartments in old, less modern buildings are cheaper, but you have to pay for utilities. They don't usually have things like dishwashers and air conditioning.

Most big apartments, old or new, have elevators. Not all of them have secretarial service.

COMPREHENSIVE QUESTIONS

1. What have they just done?
2. What kind of apartment is it?
3. Does it have air conditioning?
4. What rooms does the apartment have?
5. Where's the dishwasher?
6. How much do they pay for the apartment?
7. What don't they pay for?
8. Are apartments in new buildings often more expensive?
9. When is an apartment probably expensive?
10. What apartments are cheaper?
11. What do you have to pay for?
12. What kind of things don't they usually have?
13. What do most big apartmentes, old or new, have?
14. Do all of them have secretarial service?

READING TWO

They've bought a couch and two chairs for their new apartment. She's measuring one of the chairs. She's going to buy a cover for it.

They already had some furniture when they moved in. They had a small table, a bed, a chest of drawers, and two bookcases.

They need a dining room table and some chairs. They don't want to buy any more expensive furniture, so he's looking in the newspaper. They advertise used furniture in the classified section of the newspaper.

They want to buy a rug and three lamps too. If he sees any used lamps advertised, they might buy them. They don't want to buy a used rug.

COMPREHENSIVE QUESTIONS

1. What have they bought for their new apartment?
2. Why is she measuring one of the chairs?
3. What furniture did they already have when they moved in?
4. What do they need?
5. What don't they want to buy?
6. Where is he looking?
7. Where do they advertise used furniture?
8. What else do they want to buy?
9. If he sees any used lamps advertised, what might they do?
10. Do they want to buy a used rug?

ANSWER KEYS

PARTNER PUZZLE

Down:

1. after
3. available
4. evenings
5. immediate
9. experienced
11. references

Across:

1. appointment
2. between
6. agency
7. permanent
8. month
10. salary
12. requires
13. manager
14. dependable

AD LANGUAGE

agency
dependable
hourly
company
experience
weekday
vicinity
opportunity
immediate
assistant
available
commission
preferred

MOTIVATIONAL FILM:

MP351 "A Newspaper Serves It's Community"
070 Bailey Film
NEW

14-1/2 min. (1970)

Located in Somerton Migrant Resources

SUPPLEMENTAL:

The Newspaper: Reading comprehension - creative writing for learning centers, ideas on 5-1/2 x 8-1/2 cards. Uses standard classroom resources. Experiences in: creative writing, spelling, abbreviations, proofreading, career education (Grades 4-6).

May be found in TEACHING TOOLS, $4.95.

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Hall, Betty L., Arizona Survival. Holt, Rinehart and Winston, 1979. (The best material for survival skills the writer of the unit has found.) A copy is located in the Somerton Migrant Resource Center, Math Learning Center.

Oral Language All Day. National Migrant Education Program, developed by The Oral Language Skills Committee and Oral Language Taskforce; U. S. Office of Education; Department of Health, Education, and Welfare; November 1980. (Your school's migrant teacher should have a copy.)